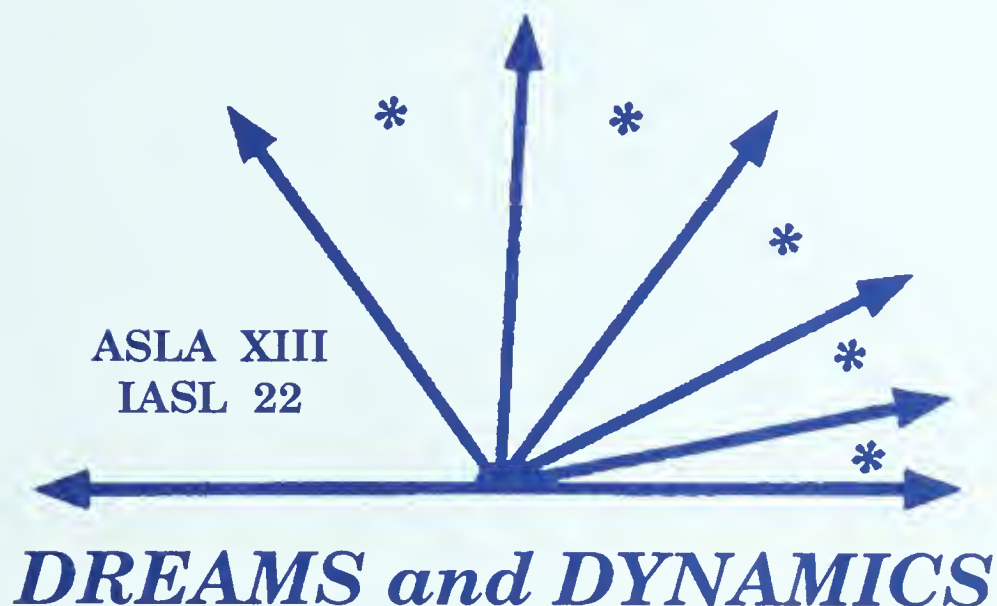


*The 22nd Conference of
The International Association
of School Librarianship*

and

*The XIII Biennial Conference of
The Australian School Library Association*

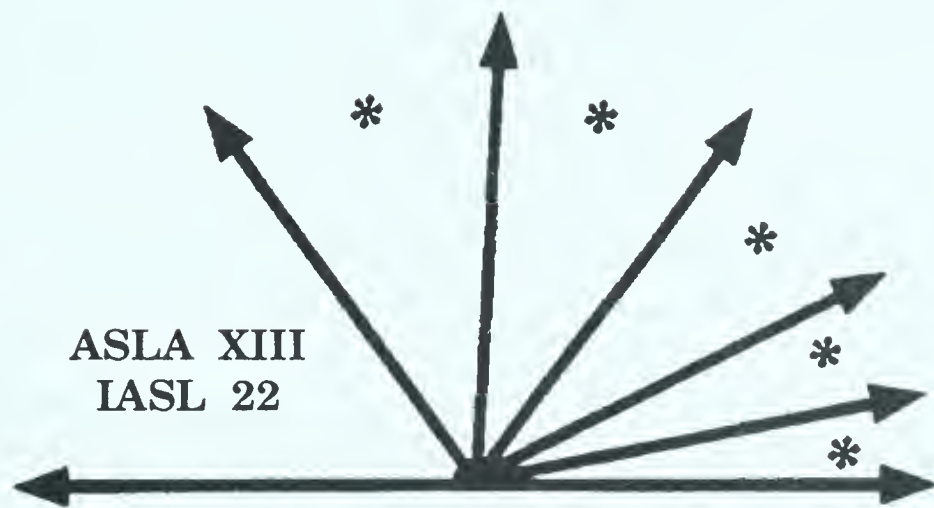


CONFERENCE PROCEEDINGS

St. Peter's College
ADELAIDE, SOUTH AUSTRALIA
27th – 30th September, 1993



Digitized by the Internet Archive
in 2019 with funding from
University of Alberta Libraries



DREAMS and DYNAMICS

SELECTED PAPERS

CONTENTS

PREFACE

In order that the conference costs not be prohibitive we have published selected papers as received. The papers selected are complete works that can be read independently of presenter and presentation.

DAY ONE – Building a picture of society in the year 2000

Dr. Dianne Oberg

1993 SCIS Oration . . .

Dreams and Dynamics: the interplay of vision and action.....3

Peg. Craddock

From Dreaming to Reality: the development of effective

Aboriginal studies, policies and programmes.....15

Joe Hallein, Faye Nicholson, Judy Phillips and Barbara Posten-Anderson

Australia's contribution to International School Librarianship.....27

Norma Jeffrey

Will student outcome statements improve information literacy?37

John Langreher

Helping readers to think47

Fay Nicholson

The financial value of the teacher librarian57

Barbara Poston-Anderson

Virtual reality: A 'more than real' learning medium.....65

Gay Tierney and Morag Whitney

Management in the school library.....71

✓ **Ross J. Todd and Celeste McNicholas**

Information Literacy dynamics and directions87

Dr. Raja Abdullah Yaacob and Norma Abu Seman

Towards achieving a critical thinking society in Malaysia

A challenge to school libraries and educational systems99

**DAY TWO – Literature . . . themes of the 90’s . . .
towards the year 2000**

Maureen Nimon
 Violence in children’s literature.....125

Annemaree O’Brien
 Kid’s TV and literacy: viewing for learning.....133

Prof. Barbara Poston-Anderson
 Sharing Aboriginal stories with children139

Dr. J. A. Webb
 The politics of children’s literature.....143

Claire Louise Williams and Ken Dillon
 Censorship: what is it and how should we deal with it?.....153

Prof. Blanche Woolls
 Across the curriculum: across the world.....165

**DAY THREE – Education . . . partnerships to develop
life-long learners**

Rookaya Bawa
 *The role of the public library in supporting education
 in the Natal Region*.....175

Janice Cooper
 Great gum trees from little gum nuts grow.....183

Ken Dillon
 *Servicing the professional information needs of rural secondary
 school teachers in NSW*.....189

Sally Dodson and Karen Jensen
 Work shadowing.....201

David F. Elaturoti
 *Training school librarians for the Nigerian school system
 A new perspective*209

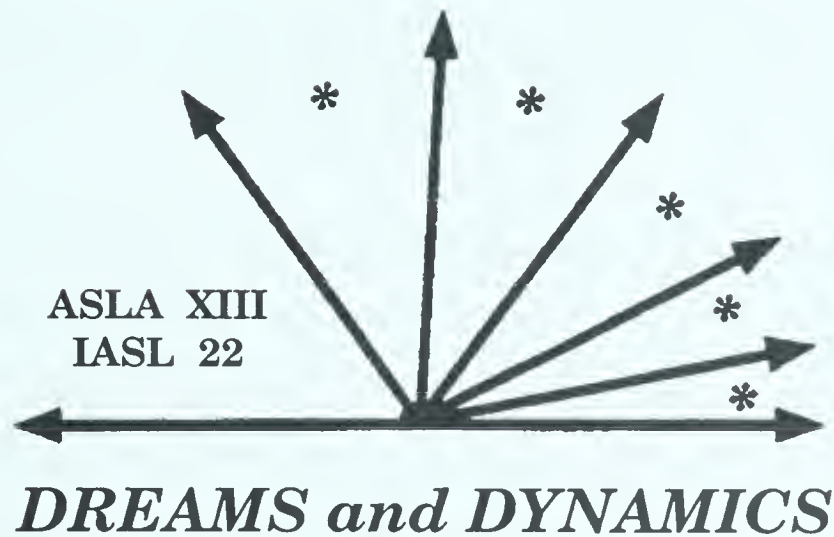
Sally Fraser and Karen Bonano
 Resourcing a great education223

John A. Kruger	
<i>Managing Media Centres in secondary schools</i>	225
Jo Painter	
<i>Students with high intellectual potential . . . S.H.I.P.</i>	233
Melvyn D. Rainey	
<i>Library training in the South Pacific from 1972-1993</i>	241
Ross J. Todd, Niki Kallenberger and Michelle Ellis	
<i>When inward is outward: laying a foundation for responsive information services in schools</i>	257

DAY FOUR – Technology . . . into the 21st Century

Margaret Butterworth	
<i>The Healthlines Project: telecommunications as a tool for learning</i>	275
Shirley Campbell, Noel Gilchrist and Robyn Whitfield	
<i>Co-operation and document supply</i>	289
Heather Kelsall	
<i>CD Roms – What’s available for secondary schools</i>	305
Marilyn McMahon	
<i>V-Lib in Chinese International School</i>	317





MONDAY

27 September 1993

1993 SCIS ORATION

DREAMS AND DYNAMICS: THE INTERPLAY OF VISION AND ACTION

Dr. Dianne Oberg, Associate Professor
Department of Elementary Education, University of Alberta
Edmonton, Alberta, Canada

The theme for this year's conference, Dreams and Dynamics, speaks to the interplay between vision and action. Carl Jung's words about this interplay have guided the work of the conference organizing committee and they have been an inspiration to me as well: "The dynamic principle of fantasy is play, which belongs also to the child, and as such it appears to be inconsistent with the principle of serious work. But without this playing with fantasy, no creative work has ever yet come to birth. The debt we owe to the play of the imagination is incalculable." Creating the dreams, or the vision, is critical to creating the dynamics, or the action. Vision and action need to be thought of in terms of their mutually interdependent nature. Joel Barker (1990, cited in Burdenuk, 1993) puts it this way: "Vision without action is merely a dream. Action without vision just passes time. Vision with action can change the world."

Vision and action, dreams and dynamics, are core concerns within the field of educational change. How to create meaningful educational change is a problem around which my personal study and research has centered for the past few years. If educational change is to result in better learning for our young people, we must have a clear vision of what that change will bring about and we must know what actions are most likely to bring about the change that we have envisioned.

In this paper I want to explore the theme of Dreams and Dynamics through the work in which I have been engaged over the past few years in one area of educational change. That work has involved inquiry into various facets of the adoption, implementation, and

maintenance of school library programs. Looking at some of that work from the viewpoint of the conference theme, I discovered three sub-themes, centering around the interrelationship between vision and action. The first tells us something of what happens when vision is not connected to action; the second, how visions are created that carry within them the seeds of action; and the third, how visions are put into action.

The first idea, vision without action, I want to explore with you through a study of the experiences of novice teacher-librarians. The second idea, creating a vision, will be explored by looking at how a school district created a new vision for its libraries. The third idea, the interplay of vision with action, will be examined by looking at how teachers, principals, and district personnel in one school district worked together to create a vision, to implement a vision and then to create anew that vision.

Some information about the context of the research and the nature of school library programs will help make sense of the work I want to share with you. The province of Alberta has a population of about 2.4 million. The population is increasingly urban, concentrated in two large cities, Edmonton with 600 000 people and Calgary with 700 000, and several smaller cities with populations of between 12 000 and 60 000. The education system is highly decentralized. The ministry of education, called Alberta Education, focuses on policy making and funding matters. The trend toward local autonomy and towards delegation of policy implementation to the school district level has been a feature of educational practice that has intensified in the last few decades.

In relation to school library programs, THE 1984 Alberta Education policy states that:

Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta.

Guidelines for implementing the program have been provided by the ministry of education in two documents, *Focus on Learning* (Alberta Education, 1985) and *Focus on*

Research (Alberta Education, 1990). The implementation of the school library policy and program model was delegated to the individual school district. Staffing of school libraries has always been a district decision; about one-third of Alberta schools have staff allocation for teacher-librarian time. The dreams for Alberta school library programs are sketched out in provincial policy and guidelines; the dynamics depend on local action.

Dreams without dynamics, or vision without action, means that dreams remain just dreams. This is as true on a personal or micro level as it is on an organizational or macro level. The problem of vision without action was illustrated on a micro level in a research study in which a colleague and I looked at the first year of practice of two novice teacher-librarians (Oberg & LaRocque, 1992). These teacher-librarians were working in a school district where an integrated cooperative school library program recommended by Alberta Education in *Focus on Learning* is not part of regular instructional practice. They were, in fact, the first teacher-librarians to be hired in the district for many years. They agreed to participate in three unstructured interview sessions, over the course of their first year of practice, focusing on their experiences. My colleague and I learned a great deal, as did the teacher-librarians, about the problem of translating a vision into action.

One of the findings of the study was that the novice teacher-librarians had quite a clear visions of the program and of their role in the program but that they were uncertain about how to translate that vision into action. Their academic preparation was successful in providing them with an image of the work of the teacher-librarian. In terms of Alberta's model of the cooperative integrated library program, *Focus on Learning* (Alberta Education, 1985), they had developed an understanding of the instruction, management, and development components of the library program. They understood the need to balance the more traditional literature appreciation aspects of the program with the newer emphasis on teaching the research process. They knew that the program would best be implemented through working with the classroom teachers, through cooperative planning and teaching. In general, their academic preparation had given these novice teacher-

librarians a clear vision of the school library program model recommended by Alberta Education and by other experts in the school library field. Their academic work was much less successful in preparing the novice teacher-librarians for the work of translating their vision of the program into action.

At the beginning of their first year, they were largely unaware of what problems would face them in implementing a new program in a school. They were not expecting the difficulties inherent in developing a school-wide program, such as the need to acquire broad curriculum knowledge and the need to work with a wide variety of students and teachers. They had no specific, concrete strategies for introducing the program or their role to the school. They had not anticipated the very real difficulties of teaching their teachers and administrators about the nature of the school library program and about their role as teacher-librarians. Their words about this difficulty are eloquent.

One of the teacher-librarians, laughing ruefully at her naivete, said that she had had expectations of

the teachers coming to us and asking us to do this or to do that with them. You know, them coming in to us and saying 'Would you help us with this and would you help with that and would you like to sit down and plan that?' I expected more of a them-to-approach-us kind of thing, and that was a disappointment.

The other commented, that although she had some expectations about what she could do, she had no idea of what she in fact would be doing as a teacher-librarian.

I knew all summer I had the job and people would say, 'Oh, you must be busy planning', and I didn't know what to plan. I didn't have a clue where I was even going to start.

These candid comments reveal clearly the difficulty for novice teacher-librarians, even though they had a clear vision of the program and their role in it, of putting that vision into action. It was very difficult for them to think of ways in which they could address such concerns as long range planning, which would have to be carried out, given

the demands of an integrated cooperatively planned program, in different ways from those they had used as classroom teachers.

The work with novice teacher-librarians reveals something of the difficulty of putting a personal vision into action in the real world, in a world where your vision is not yet shared by those others upon whom the implementation of the school library program depends. It is likely that many programs of school library education are much better at assisting candidates for teacher-librarianship in the formation of their personal visions than they are at giving specific strategies for action that would bring those visions into being in a program. The task of creating a program vision cannot be done within the confines of an academic program, or indeed within the head of the teacher-librarian. Certainly the task can begin in an academic program, but instructors need to help their students see that creating a personal vision for their work as teacher-librarians is not the same as creating a vision for the school or district library program. School library education must also address in very practical ways the development and selection of strategies for creating and implementing program visions.

A school library program vision must be a shared vision since the school library program is a collaborative and integrated program. The necessity for others to share in the vision and to have a hand in shaping the vision became very clear in a second research study which explored the adoption phase of the change process (Oberg, 1992). This was a case study of the process by which a small school district of eight schools developed a new vision of the school library program and of its place in teaching and learning. The case study used multiple sources of data, including field observations, interviews, and document analysis.

At the beginning of the case study, only a few individuals in the district, the superintendent and some of the staff of one school, were familiar with Alberta Education's school library policy and program model. However, by the end of the case

study, a period of about seventeen months, there was a major shift in understandings related to three major aspects of the school library.

Initially, the library was viewed by most in the district as a collection and a facility, isolated from the curriculum, and operating under the responsibility of support staff. At the end of the case study, when a school library policy and program model were officially adopted, the district's conceptualization of the library had shifted to one of an instructional program, integral to the curriculum, and directed by teaching staff. To what could this shift in understanding be attributed? The shift in the district's vision of the school library program occurred primarily through an evaluation of the district's libraries. The evaluation process helped to change people's understandings of the nature of the school library and its place in teaching and learning, and it helped translate their understandings into a policy and program model appropriate to the local context.

In the words of the district's curriculum coordinator, "the evaluation process itself turned around people's images of what the library was supposed to be." All of us who have been involved in program evaluation are familiar with the difficulties of evaluation utilization. It is not uncommon for an evaluation report and its recommendations to end up forgotten on a dusty shelf. What made this particular evaluation process such a powerful means for creating a new library program vision?

First, the evaluation process challenged the views held in the district as to what constituted an excellent library program. One of the school board members commented:

When the report from Alberta Education came down, there was a feeling at one of the schools that their library was a lighthouse library. The report did not reflect that. The report reflected the fact that it was very much a place where there was a lot of guardianship of the books. . . . I think that it was a bit of a shock.

Second, the evaluation process provided many opportunities for learning for people at the school and district level. The process began with the district's curriculum coordinator, familiarizing himself and the school staffs with the criteria against which the

school libraries in the district would be assessed. The team approach of the evaluation process also provided a powerful mechanism for facilitating a deeper understanding of the role of the school library. At each school, each of the four members of the evaluation team was responsible for a different aspect of the data collection work. The evaluators talked to a wide range of people at every school, often working in the staffroom or the library, in quite a public way. At the end of each visit the team met to discuss their findings. One of the team described the process this way:

It was like the [blind men] looking at the elephant. Somebody might be only looking at the ears and somebody else the tail. . . . So we actually had to sit down and talk about this library and how it's functioning in the school. . . . I've worked on other evaluation teams before and this process was certainly different. . . . I would say the process we used . . . has more value, more potential value to help in the change process. The team was small. It amazed me that we were able to cover the district like a blanket and touch so many people. Because we talked to administrators, teachers, library staff, and students, there must have been a lot of buzz when we left. People were talking from one school to the other. Teachers would get together and say, 'Hey, were the evaluators at your school? What did they ask you?' Obviously it got a lot of talk going, so by the time the district decided to act on the recommendations, the ground had already been laid. There had been enough talk already that people anticipated changes. . . . I think people were receptive. . . . I've been in other evaluations and people were more at arm's length. This was more homey. We just sat around the table and talked about the library . . .

The key decision makers in the district were involved in the development of new understanding. The curriculum coordinator was a member of the evaluation team. The superintendent worked closely with the evaluation team, even giving support and encouragement for stronger than anticipated recommendations in the final report. The superintendent worked closely with the school board in initiating and following through on the evaluation. This meant that the district leadership were deeply involved in creating a new vision for the library and they would be more able to implement the recommendations for action after the evaluation was complete.

Finally, the new vision of the district's school library program, expressed in the final report in terms of recommendations for action, was reflective of the district's new understanding of the school library program and the vision was consistent with district resources and realities. The new vision was not so visionary that it would seem impossible to implement. The evaluation process had been used successfully to create a new dream for the district's libraries and to lay the groundwork for the dynamics that would turn that dream into a reality.

In the third study, I want to share with you how teacher-librarians, principals, and district personnel in another school district worked together to create the vision, to clarify and deepen their understanding of the school library program, to implement the vision, and in doing so to create it anew (LaRocque & Oberg, 1990). The district which we called Prairie Rose was selected as the study site because it was reputed to have strong and successful cooperative integrated school library programs. Unstructured interviews were held with the teacher-librarians and principals of five schools in the district and with two district administrators associated with the school library program.

The data from this study has been partially analyzed, and papers given on the role of the principal and the role of district personnel in implementing strong library programs. I will attempt in this paper to look at what the study data suggests about vision and action. The vision for the district's library programs was first developed in the early 1980's by the teacher-librarians in the district working under the leadership of the coordinator for libraries. Their vision was made public in a document called the Phoenix Report. Support for a stronger instructional role for school libraries was increased with the appointment of a chief superintendent who saw libraries as a vehicle for school improvement. Together the superintendent and coordinator developed district policies based on the vision statement.

At the same time they began to ensure that the resources would be available for putting the vision into action. For example, when new teacher-librarians were to be hired,

the district opened the competition to candidates beyond the district. Those considered for employment were interviewed in their schools by the coordinator responsible for libraries. This allowed the district to assess the candidates' current practice and to select teacher-librarians whose personal vision and practice were most consistent with the district's vision and practice. After being hired, new teacher-librarians were not left to establish programs on their own. The district recognized the need for orientation to and involvement in the goals and practices of the district. This was done primarily through the teacher-librarians' network in the district. The double thrust of the network was, in the words of the teacher-librarians, "teaching each other to do a better job" and "rehashing goals and objectives." This network, operating across the district with the involvement of the coordinator and the support of the superintendent, saw dreams and dynamics as its essential rationale. Their dreams for the district's school libraries have not remained static. They have recently developed a new vision statement, the Phoenix Re-Visited Report, which sets future directions for school library programs in the district.

How the district's vision for school library programs is translated into action has not been left to chance. Throughout the district there has been an emphasis on continued professional learning. This learning was focused on developing a shared vision and common action. The vision and ways to put the vision into action have been regularly addressed at the teacher-librarians' network meetings and in district inservices for principals and for coordinators. In addition, it was a district expectation that consultants be in schools frequently and that, for the library program as for other programs, the district level coordinators team with school-based people, in planning and delivering inservice to school staffs. At the school level, principals expected frequent discussion of goals and of practice, in the yearly school retreats, in department or grade group meetings, and in teacher evaluation. Throughout the study, the interviewees showed an awareness of the importance of shared understanding and shared commitment to the cooperative integrated school library program. They also were aware that their efforts to

examine and improve their practice had resulted in changes in their goals for the school library program. The educators of Prairie Rose School District recognized that a vision should not and will not remain static if it is to be a vital part of the lives of professionals and of the schools and districts within which they work.

The three research studies that I have shared in this paper have pointed out in many ways that dreams and dynamics are parts of a complex interrelationship. Dreams or visions should not be thought of as something that can be developed in isolation from dynamics or actions. The vision shapes the action which in turn shapes the vision. The novice teacher-librarians learned that dreams are not enough, that the dynamics for turning the dreams into reality, are critical for developing effective school library programs. The development of an individual vision and of a repertoire of strategies for action can be developed in program of school library education or by the individual study and reflection of a teacher-librarian. However, for a school library program that is a cooperative integrated program, it is essential that the teacher-librarian involve others in developing a shared vision and commitment to action. In one district the process of program evaluation provided a route to that shared vision and action for the school library program; in another, the routes were policy making and inservicing of staff. What is critical to all of these routes is shared learning and active learning. It must be active learning because no one can create a vision for someone else. The library educator, the teacher-librarian, the coordinator, or the superintendent may take the lead in encouraging and supporting others' learning but all of those involved must construct their own understanding of the vision that directs the school library program.

Without the creation of a clear vision and a shared vision for the school library program, it is unlikely that the program can achieve its potential for the improvement of teaching and learning. Without purposeful and directed action, the clearest vision for the school library program cannot achieve the improvement of teaching and learning. The interplay of clear vision with purposeful action, the interplay of dreams and dynamics, is

essential for strong and vital school library programs. To paraphrase Joel Barker, "Dreams without dynamics are merely dreams. Dynamics without dreams just pass time. Dreams with dynamics in the school library program can change the world of teaching and learning."

References

- Alberta Education. (1985). *Focus on learning: An integrated program model for Alberta school libraries*. Edmonton, AB: Author.
- Alberta Education. (1990). *Focus on research: A guide to developing students' research skills*. Edmonton, AB: Author.
- Burdenuk, G. (1993). Vision and the school library resource center. *Emergency Librarian*, 20(3), 22-24.
- LaRocque, L., & Oberg, D. (1990). Building bridges between the library and the principal's office. *Proceedings of the 19th Annual Conference of the International Association of School Librarianship*, Umea, Sweden, pp. 127-134.
- Oberg, D. (1992). *Adoption of a school library program by Sherwood Park Catholic Separate School District: A promising beginning*. Unpublished doctoral thesis, University of Alberta, Edmonton.
- Oberg, D. (1992). Learning to be a teacher-librarian: A research report. *Proceedings of the 20th Annual Conference of the International Association of School Librarianship*, Everett, Washington, pp. 180-186.

From Dreaming to Reality: the development of effective Aboriginal Studies Policies and Programmes

Author Peg Craddock

Education of the wider community in order to generate knowledge, understanding and appreciation of Aboriginal heritage, history, culture and achievements is seen as essential for a more harmonious relationship between Aboriginal and Non-Aboriginal Australians. Schools can become instruments for such change when effective Aboriginal Studies policies and programmes are developed and implemented *at school level* by the staff and community. Local Aboriginal community members need to be involved in this process, but there will be some communities where there are no Aboriginal people. This developmental process requires that staff have knowledge and understanding of Aboriginal history and culture and its relevance to the contemporary scene. To-day, I hope to make you aware of some aspects of this Aboriginal heritage.

One of the greatest needs of Aboriginal people is to see their culture and identity recognised, and to have non-Aboriginal Australians made aware of their history and its effects on their current lifestyle. The title given to this session by the organisers is 'services to Aborigines', and the education of all Australians about these things is surely a very necessary service. Equity of access to educational opportunities for Aboriginal Australians is the other important service dealt with here, although 'service' is hardly the correct term. "Right" is preferred, and you will, I hope, at the end of this workshop, see where the two connect.

The Aboriginal Education Policy, introduced in New South Wales in 1982, resulted from the efforts of Aboriginal people, some teachers and educational administrators in this state, who believed that all Australians need to be taught the real history of this land, and that there was indeed a living history which did not begin in 1788. The policy which resulted was intended for all schools and all students, whatever their background. As a result of their efforts, the Policy and its support documents were introduced, the policy and Aboriginal studies becoming mandatory for all Departmental schools in 1987.

In the Policy there is a duality of purpose -

to guide the development of knowledge, understanding and appreciation of the culture, heritage and history of Aboriginal people in contemporary society;

and

to provide educational opportunities for Aboriginal students which would give them equity in educational outcomes with non-Aboriginal students.

The desired outcomes would see effective participation of Aboriginal people in the education process, so that they develop their full potential, becoming informed participants in the modern and future Australia, and the non-Aboriginal community genuinely understanding Aboriginal Australia.

Why, in this country where the concept of a "fair go for all" is regarded as the norm, was it necessary to develop such a policy? Some recent developments provide part of the answer. It was as recent as 1967 that a referendum was carried giving Aboriginal people full citizenship- yet these people can trace their history in this land for at least 50,000 years.

The recent Mabo decision which stated what we all should have known, that the British invaders were not claiming 'terra nullius'- land belonging to no-one, has raised ire among many who see it as a threat to their own interests and trumpet it as a retrograde step - for whom I wonder? Reasonable observers note that there are limits to what may and may not be claimed, but until the smoke and fury settles, rational debate seems to be impossible.

ATTITUDES AND VALUES.

Aboriginal people usually receive very negative press and the racist attitudes expressed are often not regarded as such by those who express them. Australia, indeed the world, watched and shared in Fred Hollows' battle with cancer as he worked with his team to make their vision of sight for those in Aboriginal Australia and the Third World become a reality. Prof. Hollows' death touched us all. Media coverage of his funeral- indeed a celebration of a life- referred to the procession through Bourke to his final resting place, as including "mourners" and "Aboriginals"(! ! !).

While episodes of refusal to provide service simply because the person is Aboriginal are today less common, discrimination is still very apparent. Many non-Aboriginal Australians are not aware of many of the soul destroying incidents that Koories face in their daily routines. Misinformation, repeated as 'truth' peddles stories of incredible handouts given to 'lazy' individuals living in luxury on taxpayers 'money'. These lies which quickly become myths, are believed by many. Unemployment, more than twice the national average, school performance just under half that for non-Aboriginal NSW, incarceration which in spite of the Royal Commission is many times that for any other section of the community, life expectancy and health care which is at Third World levels, and many more factors, demonstrate how sometimes insidious, and always profound discrimination continues to be. It is no wonder that helplessness and despair are common experiences. When Koories do well, it seems someone is sure to complain of unfair treatment. "History," said Manning Clark, "is written by the victors".

Let us look at some of the historical facts not taught to most of this generation of teachers. The British arrival here is seen by Aboriginal people as an invasion. The resistance offered by the people to their dispossession was not acknowledged. Yet, throughout the country there was indeed resistance and increasingly it is being publicised. There are now many books available and they make compelling reading. Ferry has researched the conflict that arose, and in his "History of the Aborigines of the North West (N.S.W.) to 1914" has highlighted the differences in outlook of the protagonists.

"When the British first settled Australia in 1788 they brought with them not only the paraphernalia of their civilisation but also certain 'invisible luggage' in the shape of attitudes, prejudices and values that would account in in large part for their subsequent relations with the the Australian Aborigines.....these attitudes found their root in attitudes that had developed long before....."

James Cook wrote with insight in his journal:

"From what I have said of the natives of New South Wales, they may appear to some to be the most wretched people on earth, but in reality they are far more happier(sic) than we Europeans, being wholly(sic) unacquainted not only with the necessary conveniences so much sought after in Europe; they are happy in not knowing the use of them. They live in a Tranquility that is not disturbed by the Inequality of Condition.....they live in a warm and fine climate and enjoy a wholesome (sic) Air, so that they have very little need of clothing....."

Governor Phillip was instructed to-

'endeavour by every possible means to open an intercourse with the natives and to conciliate their affections enjoining all our subjects to live in amity and kindness with them.....if any of our subjects should wantonly destroy them or cause them any unnecessary interruption in the exercise of their several occupations, it is our will and pleasure that you do cause such offenders to be brought to punishment according to the degree of the offence.'

He was given no assistance in this matter and was unable to provide the "protection" advocated. As Ferry points out, the greatest disruption was the so-called "settlement" itself and for that there was to be no compensation. The Aborigines would somehow recognise the "beneficent justice of British law and the European notion of property, whilst at the same time, their own rights were being completely ignored". Daily they saw the cruelties being inflicted on the convicts, their own food sources being destroyed, and their land which had sustained them from the days of the Dreaming being rendered useless for their purposes- indeed taken from them completely. When inevitably, they retaliated for the cruelty and injustices being heaped upon them, their punishment was swift.

The invaders came from a country where the average citizen lived in very poor conditions. Quickly, conditions in the 'colony' became appalling for both the invaders and the invaded. Leaders such as Pemulwy, Mosquito, Umarrah, Walyer, Windradyne and others tried to force the newcomers to leave. Documents in the archives of the time reveal that Pemulwy successfully harried the newcomers from 1790 to 1802, when he was shot. He had almost succeeded in driving the British into the sea. His head was pickled and sent to Sir Joseph Banks for 'scientific research'. Attempts are currently being made to retrieve it. His son, Tedbury, carried on this resistance. Pemulwy's story has been admirably chronicled in the book of the same name by Eric Willmot. Mary Coe has told the story of Windradyne, and the NSW Department of School Education has just produced an excellent video which tells the story. Windradyne died of his wounds in 1835.

Culture conflict continued with incredible cruelties being inflicted on the Aboriginal people in the name of settlement. Seen from the security of the twentieth century, many simply regard it as symptomatic of an extremely cruel era. Settlers endured great hardship to 'tame' the land and saw the Aborigines as obstacles in the way. However, the means used and the language used to describe these "pests" who resented their lands being stolen was hardly meant to calm things down! True, there were those who tried to prevent some of the atrocities, but they were in the minority.

Throughout much of Australia, claimed by squatters, Aborigines were treated in some cases in the same way as the "villeins" of feudal Europe with landowners assuming the power of life and death over the native servants. The 'Master and Servants Act' was enforced although the people had no idea that living on their own land meant that they were owned by the squatters. The fact that massacres occurred and no-one was punished was seen as perfectly normal at the time. Indeed it was not until the outcry over the Myall Creek massacre near Delungra in N.S.W., that a subsequent trial resulted in white men being hanged for these murders.

The Reverend Threlkeld wrote of many which are still known only to historians, many so horrific that even the most hardened reader would be sickened. Those at the Butchers ' Tree and Hospital Creek near Brewarrina resulted in the murder of several hundred men women and children in 1859, but no-one was punished. No state was free of these tragic events. State archives provide fascinating insights into the spread of the invaders across the huge continent, and the violence which accompanied them. The last massacre appears to have occurred in south-west Queensland in 1940. The better recorded Coniston massacre happened in 1928.

As their lands were taken, their heritage and food sources destroyed, their numbers decimated by murder , disease , despair, and starvation, in NSW they were placed on government reservations called 'missions'. The Aboriginal Protection Association (a private church-inspired organisation) sought to protect them from 'the lower orders' and organised them on to 'missions'. It is a matter of record that in some places , where people were not on reserves/missions, but living in small groups, without access to their traditional foods (these had been destroyed through overgrazing, or the killing of the game sources,) the rations they were given contained arsenic , and blankets previously used by smallpox victims were deliberately provided. . Yet on some of these reserves , Aboriginal people developed successful farms- until the European community decided it was good land for their own purposes again.

The reserves were very often run by inhuman managers. There were mass walkouts from some reserves to the embarrassment of the authorities. They were soon to be hedged about with regulations forbidding freedom of movement and governing their every action. Indeed , in 1909, the powers of the Aborigines Protection Board formally established in the Aborigines Protection Act almost total control over these people. They could own nothing, and had virtually no say in any aspect of their lives.

The hated 'dog licence' was another indignity. Koories were unable to leave missions in many areas unless they had one of these. This 'licence' stated that the carrier was considered to be of good character and could travel from the homeplace but the licence had to be shown on demand. Up until relatively recently, children could be taken from their parents by police and placed in 'homes' where they were trained as servants. The recent drama "The Leaving of Liverpool" graphically told of the plight of British children treated thus ; for the Aboriginal community it was a fact of life much earlier. Forbidden to speak their language, siblings separated, and names changed, many of these children never regained their families. Those old enough to remember and who later returned to the reserves were removed by police. If the family were discovered sheltering them , the manager could cut the family's rations until the person left . This practice was only officially discontinued in the late 1960s.

The splendid series " Women of the Sun" screened on television , brought some of the injustices to the notice of the viewing public. "Lousy Little Sixpence" a film which is also available for schools to use, highlighted the practice of removing children., and there are books available as well. The NSW Department has at least one senior officer who was one of the 'stolen generation'.

Throughout Australia, Koories were denied freedoms taken for granted by other inhabitants. In many places, Koories were forbidden to approach any closer than the outer boundaries of towns. They were deemed to be incapable of swearing a valid oath, according to Judge Burton (1838), in correspondence kept in the archives, because they 'did not believe in the Supreme Being or the afterlife'. That this denied the very essence of

their culture was not considered. This meant , effectively, that they could not give evidence in courts when men were being tried for murders of Aboriginal people . Unless a white person had witnessed such events , and was willing to testify, the perpetrators went free. In 1876, Aboriginal evidence became admissable in a court of law if the witness could demonstrate that he understood the legal consequences of lying on oath.

For many the land they were dumped on had no proper water supply and in many cases one tap had to supply the needs of the whole community. Prisoners, suspected of crimes were chained by the neck , linked together and to the stirrup of the trooper's horse and forced to walk for miles to the lock-up where often, after questioning they were released to walk home again. This practice continued in some parts of Australia until 1950.

ACHIEVEMENTS

It is only since 1956 in NSW that all Aboriginal children have been able to attend a school where they are taught by trained teachers. Indeed, until just after the end of World War II if the children attended public schools in NSW they could be excluded if the white community objected to their presence. This provision was only removed in 1972 though the provision had not been used for some years. There were some schools on the missions, taught by the manager (untrained), or more often his wife (untrained) and providing a very limited curriculum .

Theoretically, Aborigines were not to fight alongside European Australians during the recent world wars, but many did (though they were not paid at the same rate as white soldiers), including at Gallipoli, and were decorated for gallantry, but denied the rights of citizens on their return, including the right of their children to education at the national standard.

Aboriginal achievements have not been well recognised or publicised. Eric Willmot, author, Professor, Director General of the South Australian Education Department until recently , is the only Australian to have been awarded the International Gold Medal for Invention of the Year (Geneva). He began his working life at an age when most of us were still in junior high school, but through his dedication became a noted academic, teacher, inventor, administrator, and contributor to Australian life.

Another unsung Australian scientist was David Unaipon, who in 1907 successfully converted curvilinear motion into straight line movement. His device was fitted to sheep shearing implements in 1909. He became a recognised authority on what was to become known as ballistics. He even designed a helicopter in 1912 which predicted the successful machines of thirty years later. The learned gentlemen of the day believed him to be a most brilliant man. Clearly he was a genius.

Aboriginal Authors , artists, actors, dancers, teachers , lawyers and other professionals have joined the growing band of achievers in the sporting field and have shown that with access to services others take for granted, achievements mirror those of non- Aboriginal Australians. However there are other fields in which Aboriginal people excel, and these have not required a European style education, but have sustained them for millennia. More of these later.

BEFORE THE INVASION

Many Australians not of Aboriginal descent, cannot understand why there is such diversity of opinions amongst the Aboriginal people in this country, not realising that contemporary Aboriginal society is made up of people from diverse groups and cultures. Much that follows will, of course, be generalised, because there were so many. However, it will give you some idea of the heritage and culture.

Australia is a vast continent, and as with others of its size, people were spread far and wide and had different languages, and so on. It is believed that there were as many as 500 different language groups. For all of these groups, the history of their people was handed down from generation to generation in story, song and ceremony. In the Dreamtime, Giant Beings roamed the earth, which was dull and flat. These Ancestors formed the landscape into hills, valleys, rivers and mountains, and established the way of life for the people for all time. These Beings taught the law and the lore which were to govern the lives of the people. They then became part of the world around the people, and formed their sacred sites. These teachings and the sites were as important to them as the beliefs of the other world religions are to those who practise those faiths.

As their language and lands were separate and different, so could the cultures, beliefs and social life differ. Their way of life was structured to ensure the survival of the group, and the preservation of the land and the Dreaming, and strict laws governed all aspects of their lives. Through their stories, songs and ceremonies, the whole structure of society was preserved. Through it all the spiritual ties of the land were preserved. The laws governing kinship and marriage were complex.

A hierarchy of knowledge existed, with each stage being revealed at the appropriate time, to those at that stage of development. Ceremonial life could be deeply spiritual, could celebrate the passage through to the next hierarchy of knowledge (as in the Western ritual of the Graduation ceremony), could be a celebration with another group at the time of great feasts as when the Bogong moths or other foods were especially plentiful, or indeed just as importantly, celebration, just for the fun of it.

Art, whether painting, rock art, or body painting required skill and imagination, as well as knowledge of the lore, law, and the technical aspects of such activity. Many paintings describe the 'history' of the Dreamtime and the techniques and the meaning were handed down to the keepers in each generation.

The boundaries of the land, their 'country', were strictly adhered to. Some were marked, many were not, yet each group recognised and respected them. Diplomacy was practised, in the organisation and management of the trade routes organised for barter between groups. Seasonal movement around the territories ensured that food sources were not depleted. Water, essential to all life was carefully guarded and even in times of severe drought, there were, in most areas, some sources available, although hidden. Knowledge of these, and the techniques used to access them, was kept alive in the lore. The seasonal journeys followed the tracks by the known water sources and even small children learnt by heart the 'maps' of these routes.

TECHNOLOGY

Aboriginal technology is often not recognised as such. The skills and knowledge involved in the making of such tools and implements as boomerangs, woomeras, spears and the stone tools used in every society is often dismissed. Try making a spear, using a stone implement, so that the spear will not present you with a vicious splinter as you throw it. Better still, try doing a rock carving on a weathered sandstone outcrop.

Some archaeologists believe that the use of grinding stones to change dried seeds into a type of flour by Aboriginal people pre-dates this development in the Fertile Crescent by a considerable period. The grinding of axes in Australia also pre-dates the use of this technology in Europe and the Middle East.

The use of fish traps such as those at Brewarrina, Arawarra and along most river systems, and the eel traps in irrigation channels dug by the people in Western Victoria were most ingenious. Fish nets of course were common, and the hinged nets were much prized. Channels dug across a divide enabling water to be channelled from a lake in times of need, were observed to be old when viewed by George Augustus Robinson in 1840. The engineering of fish traps in many areas revealed technical knowledge. Environmental 'engineering' was widely practised to increase the yield in some foods in the following season and to increase the growth of greenstuff for the animals hunted for food. Their knowledge and understanding of the environment ensured that their practises maximised the potential but minimised the impact. The seasonal, highly controlled burning of specially selected areas, and of some food trees such as Cycads is referred to by Rhys Jones as "fire-stick farming".

Foods available as "Bush Tucker" are being investigated with the co-operation of the people and are proving to be full of surprises. The variety and strength of the various vital components of the human diet found in these foods is enabling a data bank of resources to be formed. Those who watched the 'Bush Tucker Man' on A.B.C. Television will be aware of some of the amazing things revealed. The series 'A Question of Survival' telecast on June 16, outlined a continuing project in which Aboriginal knowledge of botany, technology and survival techniques in traditional society is enabling lives to be saved in famine stricken Africa. Scientists and the Aboriginal women are continuing to refine the programme to increase the benefits.

The Aboriginal Pharmacopoeia is increasingly being recognised as the source of potential products for use in modern medicine. Indeed during World War Two, some of the bush medicine plants were exported for the treatment of malaria and typhoid. Some plants contain substances suitable for the treatment of high blood pressure. The bush medicines used varied according to the location and environment of each group. The medicinal plants used and the techniques used in their preparation and administration are being investigated. Some have been incorporated into modern use, and currently a research team is seeking to investigate the properties of a plant for use as a possible substitute for morphine, for use in the relief of very severe pain. The results of these investigations could benefit everyone.

These are just some of the aspects of the heritage Aboriginal people share. To understand some of the history and the culture will help us to realise what rich cultures existed before the coming of that fleet in 1788. To share this knowledge with contemporary society is part of the reason for the policy being implemented in schools.

IMPLEMENTING THE POLICY

Matthew Pearce Public School was opened in 1982, and is situated in Baulkham Hills, in suburban Sydney. Many nationalities make up the school community, although most have been well established in Australian life.

Matthew Pearce Primary School chose to involve staff, and community, through a professional development programme to introduce the Policy. This would take place over four evenings, from 4 p.m. to 9 p.m. and was designed to

- *give the background to the policy, and outline some historical events
- *introduce the Policy and its support documents
- *provide guidelines and examine available resources for bias, ethnocentrism
- *'workshop' ideas for use in classrooms
- *begin the development of units of work in social science for the classroom
- *look at ways to introduce an Aboriginal perspective in other curriculum areas.

After I had organised the programme (which was being funded by the Regional In-service Committee), we found our potential group of participants had grown somewhat. When the course began, school and community participants were joined by teachers representing several area High Schools, Regional personnel and staff from Parramatta City Library. The participants, despite my initial worries, responded very well and a great deal was achieved. As our school had no known Aboriginal students there were some who felt the Policy was of no concern to us. This attitude changed. Participants responded positively in the evaluations and it became obvious that those involved felt some ownership of the units and perspectives developed. During the course , the resources session included discussion of ideas for using biased or inaccurate resources already in schools, in positive ways and this resulted in a variety of innovative strategies suggested. One unit developed by a workshop group consisting mainly of high school teachers led by Kate Cameron, resulted in a booklet published by Metropolitan West Region.

The team of speakers was led by John Lester, an Aboriginal teacher from the Aboriginal Education Unit (now principal of Grafton TAFE and a preselected candidate for the NSW parliament). Other speakers included teachers with experience in Aboriginal Education and the Regional consultant.

I agreed to complete all the suggested units by adding an appropriate resource list. This was done and the school published a Resource File containing the completed units, evaluation techniques for examining resources, a list of resource people and places and additional material on Aboriginal perspectives across the curriculum. This booklet became part of the school's resource file, and was provided to all participants. When other schools became aware of it and requests were received, the Principal provided copies. It was later published in another region.

Later this booklet was revised, with examples of units developed by the school's curriculum committees in other Key Learning Areas. Aboriginal perspectives were included for these new units, as well as additional materials. As part of the school's official opening ceremonies, a great deal of work in the form of murals etc. had been done and these continue to be used as resource materials.

In the years since this process was undertaken, the policy has become part of all K.L.As, with Aboriginal perspectives an integral part of all appropriate areas. There is a revised policy going through the stages of development within the policy making section of the NSW department and this revised policy when released will become the focus of further staff and community activity. Evaluation of the work in the school's programme is an continuing process, and as new staff bring new ideas these are incorporated. The resource collection is excellent and well used

NSW now has an Aboriginal Studies Syllabus for years 11 and 12, with the 7-10 (Draft) component recently released.

Bert Oldfield Public School was built post World War II to accommodate the baby boomers in the first developed areas of the outer western suburbs of Sydney. The school's development of its Aboriginal Education Policy occurred somewhat later than at Matthew Pearce, a point worthy of mention because the staff learnt from the Matthew Pearce experience. There is no need to keep on inventing the wheel. It is more important to make sure that the wheel fits the vehicle.

As at Matthew Pearce, there was some staff reluctance because the school has no Aboriginal students. The main factor driving the development was the mandatory requirements of the policy, plus the school executive's determination to ensure that Bert Oldfield school was doing the right thing by Aboriginal people through seeing that the wider Australian community has a proper understanding and appreciation of Aboriginal history, heritage and culture.

How to bring a reluctant staff onside is always a strategic question. If the staff is also hostile, and this one wasn't, the basic question of course becomes more difficult. Experience suggests though, that the answer is still essentially the same.

Teachers are overwhelmingly, though by no means exclusively, fair-minded people. Once they become aware of the realities of Aboriginal history, with all its prejudices, abuses, cruelties, shame, and neglect, they seem quite prepared to tell the story as it was and as it is. And in relation to the non-Aboriginal section of the community that is a major step forward.

The other major step is giving non-Aboriginal Australia a genuine appreciation of the extraordinary skills and adaptations which Aboriginal people made to live in harmony with a continent which, even to this day with the aid of the most extraordinary technological developments in the history of mankind, white people still find very difficult to tame.

These two steps are embedded in those things I was talking about above. To give the Bert Oldfield staff a sense of the origins of the problems, and its contemporary nature, the school hired a Research Fellow from the University of Sydney to develop an in-service programme which gave the teachers the fundamental knowledge they needed to grasp the essence of the whole exercise.

Time is very much a constraint in school activities today, and for this type of exercise it was strictly limited. The basic 'conversion' of the staff had to be effected in one face-to-face session with the researcher. The elements of the presentation are probably those which should be built into any such exercise.

There was an overview of the main historical events over the past 223 years, with wherever possible, local references. This was not hard in the case in point, the school being right in Pemelwuy country, the land of the Bidjigal. Quite probably the great warrior had walked across the school playground. The site is also near to the places where many historical episodes occurred. Several nearby streets are named after significant Aboriginal people from the same period in history. The personal connections of a staff member also add interest and in this case one was linked with the infamous Myall Creek episode.

For teachers a brief history of the education of Aboriginal children in historical times is also of great interest. Fortunately in NSW we have J.J.Fletcher's Clean, Clad and Courteous, and the companion volume Documents in the History of Aboriginal Education in New South Wales which can be obtained from the author himself at 45 Bibby Street, Carlton. NSW 2218 for \$50 for the pair. For the period from settlement up to 1970, they are fascinating documents. With these and several other documents which are available, it is easy to find material relevant to most places as well as gain an overview of the denial of a basic human right which occurred. In the case of Oldfield school it is about half-way between the original site of the first school for Aborigines at Parramatta, and the Black Town (modern Blacktown) where it eventually ended up. What is good for teachers is the realisation that often when the white community, and even inspectors of schools turned against the Aboriginal community, there was always a teacher, or teachers, prepared to stand up for their Aboriginal pupils.

The other contribution of the Research Fellow was to tease out what might be the elements of a good Aboriginal Education Policy for this particular school. This done, the staff did the rest, and did it very well as staffs usually do when committed to a task. The actual processes used at the school level were not dissimilar to those outlined in the Matthew Pearce case. Bert Oldfield School has an excellent document to guide staff through the full seven year primary education cycle.

Your workshop activity will use information from the handouts and your knowledge of the situation in your own area, and your professional skills. The process used will be similar to that used when preparing materials for education about and for any indigenous people. In your own schools in Australia, an on-line search of the SCIS database will be very rewarding.

REFERENCES

- The Aboriginal Education Policy and its Support Documents. Sydney, N.S.W. Department of Education, 1982.
- An Aboriginal Studies Resource File, Revised Edition, compiled by P.J. Craddock, Matthew Pearce Primary School, 1986
- Coe, Mary Windradyne: a Wiradjuri Koorie; Canberra, Aboriginal Studies Press, 1989.
- Dargin, Peter Aboriginal Fisheries of the Barwon/Darling Rivers Brewarrina Historical Society, 1976.
- Edwards, Coral and Read, Peter, editors. The Lost Children; thirteen Australians taken from their Aboriginal families tell of their struggle to find their natural parents. Sydney, Doubleday, 1989.
- Elder, Bruce Blood on the Wattle: massacres and maltreatment of Australian Aborigines since 1788. Child & Associates, 1988.
- Ferry, John Aboriginal History to 1914:; Tamworth, North West Region Disadvantaged Schools Committee, Department of Education, N.S.W.,
- Flood, Josephine Archaeology of the Dreamtime.: the story of prehistoric Australia and its people., Sydney, Collins, 1983.
- From Earlier Fleets 11; Hemisphere- an Aboriginal Anthology, 1981
- Hardy, Bobby The Lament for the Barkindji : the vanished tribes of the Darling River region Sydney, Alpha Books, 1981.
- Isaacs, Jennifer Bush Food: Aboriginal food and herbal medicine. Sydney, Weldon, 1987
- Miller, James Koori, a Will to Win: the heroic survival and triumph of Black Australia, A&R, 1985.
- Morgan, Sally My Place Fremantle Arts Press, 1987.
- Stokes, Deidre Desert Dreamings, Milton, Q. , Jacaranda Wiley, 1992.(Jacaranda English) .
- Pybus, Cassandra A Community of Thieves, Port Melbourne, William Heinemann, 1991.
- Willmot, Eric Pemulwuy, the Rainbow Warrior. Sydney, Weldon, 1987.

Australia's Contribution to International School Librarianship

By

Joe Hallein, Faye Nicholson, Judy Phillips and Barbara Posten-Anderson

Australia has played a very active role in promoting and developing school librarianship on an International basis. Most of our aid projects in school library development have been in the Asia/Pacific region but programs have been carried out in other areas as well. The largest school library development project that has been carried out by Australians in the UNESCO School libraries in Oceania Project that was launched by UNESCO in 1978 and has continued for 13 years. A number of visits were carried out to investigate the state of school libraries in the South West Pacific and to make recommendations to UNESCO for projects to help develop school library programs. Lawrence McGraw, Margaret Trask, Barbara Posten-Anderson and Joe Hallein visited a number of South Pacific Nations during the 1970's and 80's. Workshops for developing school library education programs were conducted by the project and a group of Australian Library Educators prepared two courses for training teachers in the use of libraries, and for training school librarians. The courses, designed for both traditional classrooms and distance education, were published by UNESCO in 1989.

A regional meeting of librarians and educators from the Pacific region was held in Suva, Fiji in November 1983. The purpose of this UNESCO-funded meeting was to examine the course material to see if it met the needs of the region. Given the green light, it was then introduced into teacher education programmes across the South West Pacific.

In order to ensure that each country had qualified people to teach the course, UNESCO also sponsored a workshop in Sydney, Australia in July-August, 1985 for 16 librarians and teacher educators from 10 Pacific nations. Participants were given detailed notes on teaching specific parts of the course, were able to experiment with a variety of techniques and develop educational resources. Training programmes were also conducted for educators and librarians in Western Samoa in 1986 and in Vanuatu in 1989 and 1990 with a further course held in 1991. The Vanuatu courses emphasized easily accessible and inexpensive resources such as puppets, drama and movement, and book reports and discussion by teachers, as well as in-service training for librarians. More details of the Vanuatu project will be presented later in the paper.

Australian input to school library development has also taken place as part of major educational development projects in the region. Some these have been multi lateral programs sponsored by agencies such as the World Bank which provided funding for the Solomon

Islands Primary Education Expansion project from 1983 to 1985. As part of this project Provincial Educational Resource Centres were established and basic reference collections were supplied to schools. Project consultant Joe Hallein also conducted training courses for primary schools educators in the effective use of educational resources. This project as well as others such as the STEP project in Western Samoa also established libraries in the teacher training colleges and therefore exposed future teachers to the benefits of using a range of educational resources in classroom teaching.

Australia also contributes to school library development in the Pacific region as part of its programs to support special international efforts such as International Library Year.

The Australian International Development Assistance Bureau has provided courses for educators from many countries on libraries and educational resources. Many of these are held at the Centre for Pacific Development and Training in Sydney. While many of these are held for participants from the Pacific region some such as the course on Educational Resource held in 1982 had participants from 11 African, Asian and Pacific countries. The course was run by AIDAB in conjunction with staff from the School of Library and Information Studies at the then Kuringai CAE. The International Development Program of the Australian University System has also been active in providing library development assistance. While most of its programs are designed to assist University Libraries they have also provided assistance to library schools. Some of the library school projects such as those held in conjunction with the University of Papua New Guinea are designed to improve training programs for teacher librarians.

Overseas school library practice placements for Australian School Librarianship students have also proven to be a valuable source of international school library development. Both the University of Technology, Sydney and Monash University, Gippsland Campus have taken students to Vanuatu for school library practice and this year the Monash students did a month long practicum in Thailand.

Australians have been active participants in International Library Organisations such as IFLA and IASL.

Contributions to these two associations are made at two levels - officially through representation by professional associations, and by the individuals through participation in committees, conferences, research projects and contributions to publications.

The International Federation of Library Associations

The International Federation of Library Associations is governed by an elected board. Out National Librarian, Warren Horton, is currently a member. Input to the Association is largely made through the Sections and Round Tables which represent the specific interest groups of the profession. One of the sections represent school libraries, and the current president is Lucille Thomas who is also president of IASL. Contribution on school librarianship is also made through other sections and round tables such as the Research and Education Sections, and the Continuing Professional Education Round Table. A current research project by Dr Sigrun school librarianship is directly relevant, and the CPE pre conference in Barcelona this year is planned to include areas of interest to school librarianship.

IFLA holds a conference each year in a different country, (1988 in Sydney, Australia) and this enables greater information to be gained on that country. This year the section is holding a five day preconference in Barcelona. Individual Australian teacher librarians have contributed papers to conferences over many years.

IFLA as an association representing librarianship is accredited by various international associations such as UNESCO. Combined projects have been undertaken in school librarianship in many countries, including Oceania.

The International Association of School Librarianship

The International Association of School Librarianship is based on a wide membership of people interested in school libraries, librarianships, school librarians, educators, publishers, institutions and associations. Elected office bearers and directors representing regions of the world set association policy.

The objectives of IASL are:

- to encourage the development of school libraries and library programs throughout all countries.
- to promote the professional preparation and continuing education of school librarians
- to foster a sense of community among school librarians in all parts of the world
- to foster and extend relationships between school librarians and other progressions connected with children and youth
- to foster communication and research in the field of school librarianship
- to promote publication and dissemination of information about school librarianship and materials for children and youth
- to initiate and co-ordinate activities in the field.

IASL is affiliated with IFLA and jointly organises a book program with UNESCO in developing countries

Many Australians have participated in annual conferences in many parts of the world and as one of the founding countries has been represented by a director since 1971.

Each of these associations has similar aims for school librarianship. Each enable professional associations to contribute information and influence policy. IFLA represent professional librarians while IASL has a broader membership base but each provided opportunities for professional development for individuals so essential in a changing environment.

Participation in international association enables Australians to learn from others in both developed and developing countries. It also provides a means of sharing our knowledge and experience from our base of well established school libraries and professional education for teacher librarians.

UNESCO School Library Project in Vanuatu

UNESCO and the Australian National Commission for UNESCO have been active in promoting the development of library services in the Asia-Pacific region, particularly at the school level. The UNESCO Pacific School Libraries Program has included a range of activities both in Australia and in the Pacific. Since 1987, focus has centred on Vanuatu, a country which had expressed a special interest in participating in the program.

At Vanuatu's invitation, a UNESCO sponsored review visit was undertaken with a view to developing a model that could serve as the basis for a plan for future school library developments in countries of the South Pacific. During this visit Primary Advisors, other educational officials at the Ministry of Education, and teachers and principals in a number of schools were consulted.

A range of needs emerged from these interviews. The selection of appropriate materials for school collections in both Anglo-phone and Franco-phone schools was a main concern. Gift books donated from various overseas organisations formed the basis of most primary school collections. However, the supply of such materials was infrequent and not always viewed as relevant. Discussions on this issue resulted in the development of the guidelines, *Selection of Materials for Vanuatu*. Up-to-date resources with a multi-cultural emphasis were highly

regarded as were materials developed for those who were learning English or French as a second language.

In 1987, there were no trained school librarians in Vanuatu, and although there were libraries at the junior and secondary schools, there were none in primary schools, with one exception. Instead, in primary schools, classroom collections or book rooms were more usual. When a collection did exist, a teacher was put in charge. This role was in addition to normal teaching duties and there was no guarantee that this same teacher would have ongoing responsibility for the collection. The concept of the library as the centre of learning, the role of reading guidance, the merits of resource based learning and the need for children to acquire information skills were generally new ideas for those interviewed.

As a result, there was a belief that before school libraries could develop at the primary school level, teachers must first learn to share the resources they had more effectively with children. Also, those who were in charge of collections (primary schools) or libraries (secondary schools) needed to learn how to manage them more effectively.

Recommendations from the 1989 review visit formed the basis of further visits, demonstrations and workshops in 1989, 1990, and 1991. In 1989, consultants Joe Hallein and Barbara Poston-Anderson visited schools on the islands of Efate, Tanna, Santo and Malekula. At the primary schools, a special prepared resource kit was shared and given to each school visited. As the kit was demonstrated, the teachers became more aware of the wide range of ways in which reading and language development could be promoted in the classroom by means and language development could be promoted in the classroom by means of puppetry, sharing picture books, string stories, group reading and participative storytelling. At selected junior and secondary schools, direct liaison with those in charge of school libraries occurred. As a result, some informal training on school library management was possible.

In 1990, two separate workshops were presented in Vanuatu. The first was targeted at Primary Advisors and, by their request, focused on resources and their use. The workshop dealt with resource-based learning. making use of resources in the environment, (such as custom stories, string figures, and expertise in the community) and resources already available within the school (such as the ELPAM-English Language Pacific Area Materials, which had recently been provided to each Anglophone school by AIDAB) were stressed. The importance of developing information skills in students was highlighted and less traditional forms of learning, such as drama and readers theatre, were explored. The aim was to provide the Primary Advisors with background knowledge and resources to run a similar workshop in their own region with teachers.

The second workshop was developed for teachers with no previous library training who were in charge of secondary school libraries. Focus was on providing them with the basics of school library management. Selection, acquisition, organisation, circulation and information and resource use were key areas covered.

As a follow-up to these two workshops, the consultants were invited back again in 1991. The Primary Advisors suggested the topic of The Communicating Classroom. During this workshop, they created a workbook and video tape for use in working with teachers to encourage them to help children take a more active part in their own learning. Sessions on information skills and organising collections were also included. The second workshop provided in-depth sessions in management areas for those secondary teachers who were in charge of school libraries.

Today many of the recommendations made in the initial review visit in 1987 have been met or are in the process of being met. Several organisations, including UNESCO, have been working together with the Vanuatu government in their aim of providing high quality primary and secondary education. Of particular importance to school library development is the fact that one of the Primary Advisors, Inwai Mete, was sponsored by AIDAB to travel to Australia where she received her library training. Now back in Vanuatu she continues to follow through on many of the recommendations, providing valuable local support for the continued development of school libraries.

As a result of the experience in Vanuatu, the following three stage model for school library development in other regions is suggested. First, in stage one, at the invitation of the country concerned, a review visit is undertaken. The purpose of the visit is to consult with those involved in the provision of educational and library services in order to understand and assess the current status of school library development in the country.

Stage two begins with the findings of this review. On the basis of this assessment, plans are jointly made for a school library development programme. In Vanuatu, for example, this follow up had two main emphases. The first was to provide input to Primary Advisors on how to help primary teachers best utilise resources in their classrooms. The intimate aim was to create an awareness of the need for library services at the primary school level. The second emphasis was to assist those already in charge of school libraries to manage them more effectively.

Stage three involves continued support. One of the main reasons for the success of the Vanuatu project was the continuity and follow through. Not only did the Australian National Commission for UNESCO provide ongoing funding for a number of years, but the Vanuatu

Ministry of Education provided their full support through release of participants to attend workshop sessions and through evaluative feedback as to the appropriateness of sessions. There was time to build on the initial input and follow through on recommendations. As a result, in Vanuatu there is now a recognition of the importance of school library services.

Literacy Programs for Public Libraries in the South West Pacific

The Cook Islands Public Library and School Library Services

In November 1990 Joe Hallein and Judy Phillips visited The Cook Islands, as part of a Victorian International Literacy Year Grant, to trial a booklet, outlining literacy programs for libraries. This booklet, designed for the use of public librarians in the South West Pacific, promotes a rationale for the inclusion of literacy programs through the public library. The booklet has sections devoted to the need for literacy programs, the role of libraries in literacy, suitable resources to use in literacy programs and criteria for resource selection. It also includes a range of activities that can be used with young people when implementing the program.

This booklet is designed to be issued as a hand-book for librarians to develop literacy programs within their communities. The particular target for this booklet is young people who have left school with only basic or ineffectual literacy skills. The program outlined in the booklet can also be adapted for use with adults.

Many young people in the South West Pacific leave school after 4 to 6 years with only basic literacy skills which can be lost if they are not used in everyday life, hence the focus in the booklet on the practical applications of literacy and on survival skills. Public libraries can assist these young people in maintaining the literacy skills which have been acquired by developing programs which are both interesting and informative and provide a link with school literacy programs. The Public libraries are well situated for this as they are a respected part of community life. This was very evident in the Cook Islands where people gathered every morning to read the papers and discuss local news. The librarian Mrs Carmen Te Mata had a particularly high profile in the community and was very active in promoting reading and information skills with children, not only in the library, but in the local schools of Roatunga.

The library was situated just off the main street in the heart of the town opposite the library of the University of the South Pacific and close to the Teacher's College. The public library was therefore well situated to cater for a wide variety of young people. The collection was quite

extensive with a separately housed children's section. The bookstock was mainly European which could be seen to be a problem, but with so little published of by South Pacific Islanders, this was inevitable. The people of the Cook Islands are extremely religious having been converted to Christianity both by "Baptist" and "The Church of Latter Day Saints", missionaries. Some children were educated in New Zealand while others undertook higher education in the USA. It can be seen then that Westernized culture and the English language was not unknown but formed a part of their every day lives, especially as bible reading was required of all the congregation both adults and children.

The Public Librarian Mrs Te Mata ran many formal library programs for teachers both within individual schools and for teachers in training. Formal literacy classes for both adults and young people were also conducted when time allowed. The booklet which had been prepared for trial was designed though, to help library workers who had no professional library training to develop programs which could be used with individuals and small groups on a formal and informal basis. The main emphasis of the booklet for young people was on survival skills and keeping informed through local and international newspapers.

The main primary school in Roatunga, Nikao Primary School, had a school library and a librarian who was also the Principal. The emphasis in this school was in giving the children information skills and encouraging reading for pleasure. Even though resources were scarce and the bookstock completely inadequate by Australian standards the resourcefulness and enthusiasm of the librarian was evident in bright displays; the children's evident pride in their library and in a high standard of achievement, with literacy programs operating throughout the school.

At Black Rock Pre School, Mrs Louise Henry, the Head Teacher, is the wife of the Prime Minister. She was extremely enthusiastic for although education is compulsory in The Cook Islands, she realized more could be achieved with greater awareness by teachers of how literacy programs could be adapted to meet local conditions. Once again we saw in this school, what can be achieved with enthusiasm and hard work when money is scarce.

The booklet was received by the Public Librarian and the teachers, each offering specific ideas on how the text could meet local needs. The booklet also received approval from the Minister of Cultural Development, who also suggested modifications which would make the program more suitable for Pacific Island conditions. These modifications were included in the final version.

The booklet was distributed to Public Libraries in the South West Pacific. An encouraging response came from the University of Papua New Guinea Library School where it has been included in their librarianship training programs.

The interaction between Australian School Library educators and their overseas colleagues has proven to be of mutual benefit. While Australians have been able to share their expertise with others, they have also become richer by developing an understanding of library and education systems in other countries and have been able to develop a deeper appreciation of other cultures.

NORMA JEFFERY

INTRODUCTION

The purpose of this workshop is to familiarise delegates with the broad framework of the National Statements and Profiles and to examine the links between the outcomes in the eight learning areas and the development of information literacy. In particular, participants will focus on the learning areas which have process strands and consider the compatibility of the outcomes within and between learning areas.

As the session is to be in the form of a workshop, this paper will concentrate on providing background and will not necessarily reflect the strategies used in the workshop. It should also be noted, that at the time of writing, the National Statements and Profiles had not been published. The information, therefore, is based on draft materials and CURASS papers.

BACKGROUND

The National Statements and Profiles have been developed to inform teaching and learning and act as a framework for reporting student achievement. It is intended that they will be used to assist teachers to plan classroom programs and enable schools to monitor and plan for improvement. The States, Territories and the Commonwealth have worked together since 1989 to produce curriculum frameworks to be used for these purposes. The knowledge and processes to be developed in Australian schools are outlined.

Statements and Profiles have been developed for eight learning areas:

The Arts	English ,
Health and Physical Education,	Languages other than English,
Mathematics,	Science,
Studies of Society & Environment	Technology.

The **Statement** defines the particular learning area, outlining its essential knowledge, skills and processes and showing what is distinctive to the area. The learning areas content, concepts and processes are organised into **strands** which

are broken up into four **bands**. These bands are a broad sequence for developing the knowledge , understandings and skills in a learning area.

The **Profiles** are a description of the progression in learning outcomes made by students during the years of schooling in each of the areas of learning. Each Profile is organised into a structure by **strands**, usually the same as those in the statement, and may be by content , process or concepts. Within each strand **eight levels** of achievement are described.

Example from the Science Profiles

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Earth & Beyond								
Energy & Change								
Life & Living								
Natural & Processed Materials								
Working Scientifically								

For each of the levels, a general **level statement** provides a holistic description of student performance across all of the strands.

Within each strand, **outcome statements** describe in progressive order the skills and knowledge that students typically acquire as they become more proficient in the area. They describe what we expect students to already be able to do in order to be determined to be at a level. They are not about what is to be taught in that level.

Each outcome is accompanied by a range of **pointers** which are indicators of the achievement of an outcome. These elaborate, explain or further describe the outcome. Annotated student **work samples** provide examples of work which is achieving one or more of the outcomes.

The profiles are intended to provide a common reporting framework, including common language, thus assisting teachers to chart students' progress and report this progress to parents and the wider community.

The issues related to developing information literacy across the curriculum have long been recognised. Currently, skills development is very uneven and seldom seen as an across curriculum responsibility. In Western Australia, for example, the STEPPING OUT literacy program is being implemented across the State, for teachers of years 6 to 9, to redress this problem

The development of the National curriculum framework has been seen as an opportunity for change with regard to the degree of emphasis placed on the processes of learning. The extent to which information skills have been embedded in the outcome statements will determine how likely these skills are to be an integral part of the learning in a specific learning area and consequently how well students will develop the skills to use information effectively.

UNDERLYING ASSUMPTIONS

In each of the eight learning areas, it is necessary for students to have access to a wide range of information and to have the skills to find and use information effectively.

A variety of terms is used to describe learning activities which actively involve students in the learning process. Included are research, inquiry, investigation, discovery and project work. Regardless of the terminology used, the process is the same.

Students are involved in a series of cognitive processes involving:

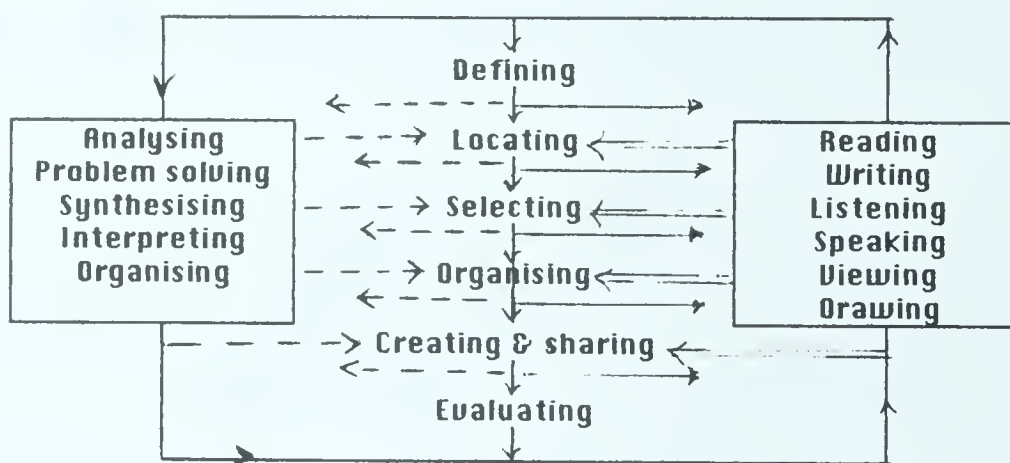
- **defining** an information need by analysing a problem, clarifying the task and planning a search strategy;
- **locating** and making selections from a range of possible information sources ;
- **selecting** information and making notes while reading, viewing, listening and observing ;
- interpreting, analysing, synthesising and evaluating information, relating it to the purpose of a task, **organising** it and developing a plan;
- **creating** a response to a task to **share** findings and understandings using an appropriate writing form or oral pictorial, graphic, dramatic presentation etc.

- reviewing the extent to which their purpose was achieved, **evaluating** the product and their success in applying the skills and processes.

While the generic process described above provides a framework of sequential steps to follow, it is not linear. Each step usually requires the use of a range of information/literacy skills which are most effectively developed systematically across the curriculum in conjunction with learning area concepts.

Essential to each step of the process is the use of skills required to analyse, interpret, synthesise and organise information as well as the language and communication skills of reading writing , viewing speaking and listening. This is the same process and integration of skills as that described for the key competencies of collecting, analysing and organising information and communicating ideas and information. Through guided practice students learn to integrate the skills appropriately and develop as critical thinkers and creative problem solvers.

The Information Process



While the steps in the process do not change over time, the complexity of the required skills increases as students develop and the expected outcome is more sophisticated. Factors which distinguish levels of performance are:

- the complexity of the task for which the information is collected;
- the extent of the assistance needed to complete the task;
- the complexity of the information sources;
- the range and number of sources of information needed to gain a variety of perspectives;
- the range and sophistication of the techniques required to analyse, interpret, synthesise and organise information; and
- the repertoire of structures and frameworks for communicating information eg writing forms.

As students use and develop information skills across all curriculum areas in a variety of contexts, a common understanding is essential among all teachers and students of the underlying structure of the information process and the steps required to complete an information task.

The development of this common understanding will be as difficult to attain using the national profiles as it was previously. The learning areas vary in the extent to which they are explicit about the process and the skills involved in achieving the outcomes. All areas, however, have both outcomes and pointers which require students to be able to find and use information effectively.

THE INFORMATION PROCESS IN THE NATIONAL PROFILES

Each of the learning areas has been examined to identify concept and content outcomes which will require students to use information sources and to determine how likely students are to develop the skills needed to find and use information effectively. In learning areas with process strands, the sub organisers for the strands have been compared and the issue of transferability of skills across learning areas considered.

Learning areas with a strand with outcomes for collecting, analysing and organising information.

Science has a process strand *Working Scientifically* with outcomes and pointers which relate to an investigative process through both experimentation and using information sources. Well over half of the content outcomes are dependent on the use of information sources. Clearly the skills for finding and using information are significant for this area. The process strand has been broken down into the substrands of **Investigating** (*Planning Investigations, Conducting Investigations, Processing Data, Evaluating Findings*) and **Making meaning and acting responsibly**.

Studies of Society and the Environment has a process strand for **Investigation communication and participation**. The outcomes for this strand address only part of the total process for finding and using information and the substrands do not follow the logical sequence of the process as do those for science. The draft Statement breaks investigation down into the sub-organisers

of *planning an investigation, processing data* and *analysing findings*, however, these sub-organisers have not been followed through in the profiles. As a consequence, there is little indication in the pointers of the complex processes involved when students carry out investigations. In addition the sequence of the outcomes does not at all times describe a continuum of development. For example, it is hard to see a developmental progression in the following sequence in the *communication* sub strand

2.17 expresses a personal view of the meaning of data	3.17 presents information to explore a key idea	4.17 translates information from one form to another
---	---	--

Technology has a process framework, but does not give any indication of the level at which the information/ literacy skills are to be applied and developed. Frequently the only indication of level is in the work samples The pointers tend to describe activities rather than the competencies which would be required to operate at a specific level.

English has one outcome and a set of pointers per level in the **reading** strand which address the information process specifically. The *strategies* strand organiser (.8b) deals with most aspects of the process with the exception of the writing process at the pointer level. This is in addition to the literacy skills in all other outcomes and pointers in the **reading, writing and viewing** and **listening** strands which are the foundation for all information literacy.

Learning areas without strands with outcomes for collecting analysing and organising information.

Health and physical Education have subsumed the process strand of **communication, investigation and application** into the concept strand. As a consequence there is no indication of the level of the literacy requirements and the process skills to be demonstrated for particular outcomes. Both the outcomes and pointers, however, imply extensive use of information sources.

The Arts require the use of information sources, particularly in the arts criticism and contexts strands There are no specific process outcomes, although the levels expected for collecting, analysing and organising the information are more clearly indicated.

Languages other than English is organised into three interdependent and interrelated communications strands: **Oral Interaction , Reading and Responding**, and **Writing**. the process of finding and using information is not significant to achieving the outcomes.

CONSISTENCY BETWEEN PROCESS STRANDS

In the learning areas which have a process strand, there is inconsistency in the use of terminology and differences in the number of organisers in the framework. The table below illustrates the frameworks being used in three of the learning areas. These are juxtaposed against a six stage framework which is in reasonably common use by teacher librarians and some teachers around Australia.

The differences between the frameworks is indicative of the problem which flows through to the outcomes. Primary teachers who frequently integrate programs across learning areas would find these differences a problem for planning and evaluation. In secondary schools it is the students who will be confused unless there is an across the school approach to both the process and the skills.

PROCESS STRANDS

Generic	Science	Studies of Society	Technology
Information process	Investigating	Investigation, communication & participation	Design, make & appraise
Defining	Planning investigations	investigation	Investigate
Locating			
Selecting	Conducting investigations		Devise
Processing & organising	Processing data	Communication	Produce
Creating & sharing			
Evaluating	Evaluating findings	Participation	Evaluate
	Using science		
	Acting responsibly		

Schools will need to examine the profiles carefully and make decisions about how best to ensure that across the curriculum outcomes, such as an ability to find and use information, are to be accommodated within the framework of the eight learning areas. While the outcomes in the process strands describe student progress along a continuum of development, this may not be expressed in a way that is recognisably the same across learning areas. Teacher librarians in particular will find it easier if they can use a common frame work with teachers and students regardless of the learning area.

It may be necessary to develop support material which makes the links and shows the commonality between the various processes and the generic skills that underpin all areas and need to be transferable.

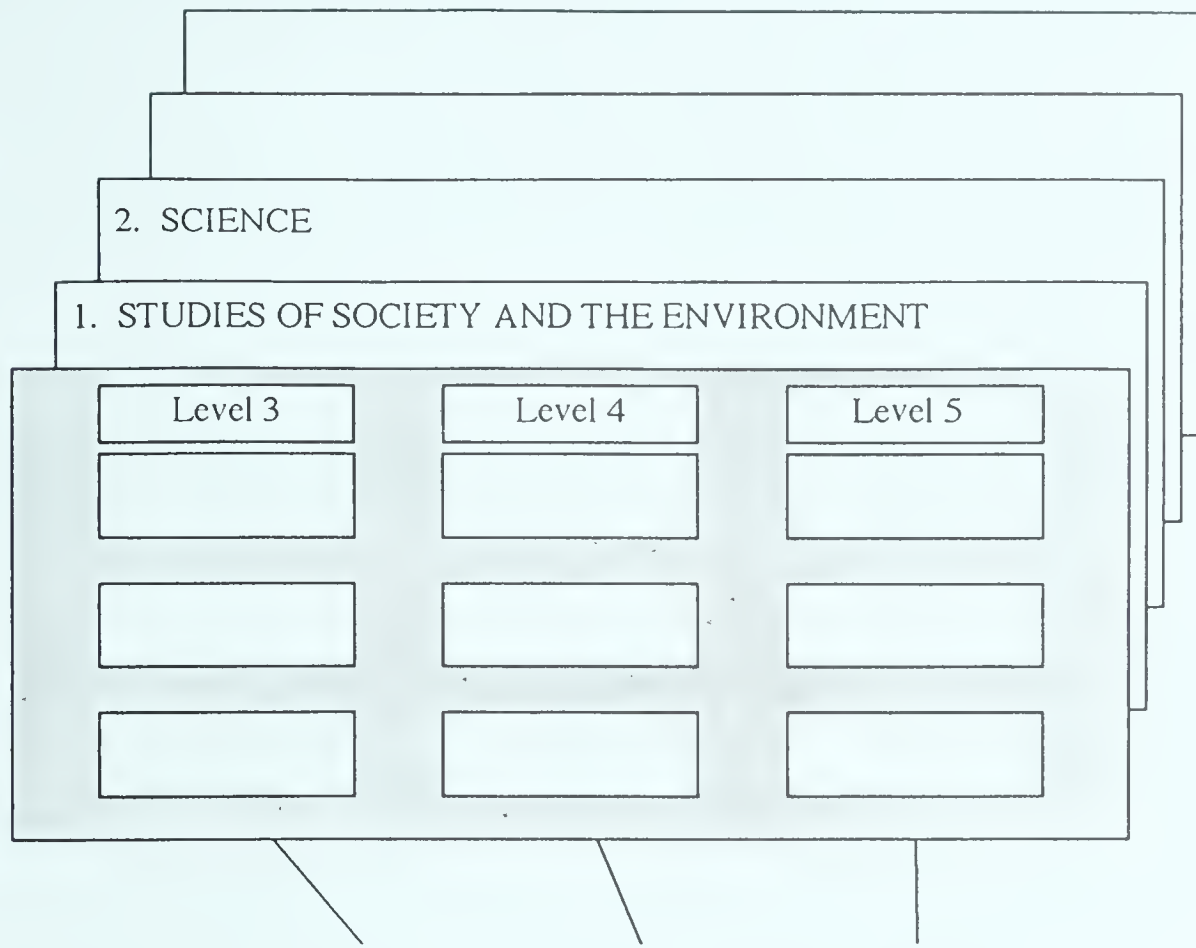
Participants in the workshop will examine some work in progress, along these lines, from Western Australia. They will be presented with an information process framework and an information skills continuum which have been developed from and are compatible with the learning area profiles. In groups, comparisons will be made between this continuum and the outcomes and pointers in *English* and those in the process strands in *Studies of Society and the Environment* and in *Science*. Consideration will be given to how the documents could be used for planning and evaluating programs and how judgement could be made about student progress using the learning area process outcomes and comparisons between areas.

It is anticipated that participants in the workshop will have gained an understanding of the structure of the National Profiles and shared ideas as to how they could be used in developing information literacy.

Teacher librarians need to become very familiar with the Profiles and issues related to information literacy and take a leadership role in ensuring these issues are considered and addressed in their schools when implementation of the Profiles occurs.

NORMA JEFFERY

**STUDENT
OUTCOME
STATEMENTS**



Student outcomes provide a framework which describe student progress along a developmental continuum.

INFORMATION PROCESS	Deciding	—	—	—	—	—	—	—
	Locating	—	—	—	—	—	—	—
	Selecting	—	—	—	—	—	—	—
	Organising	—	—	—	—	—	—	—
	Creating & Sharing	—	—	—	—	—	—	—
	Evaluating	—	—	—	—	—	—	—

A developmental continuum of information skills based on the skills needed to achieve the outcomes can be extrapolated from the outcomes continua.

Teachers and teacher librarians plan a sequence of learning activities designed to assist students to make progress in the development of both learning area concepts and information skills.

HELPING READERS TO THINK

Background paper by John Langrehr for a workshop at ASLA XIII
St Peter's College , Sept. 27 1993

INTRODUCTION

Teacher- librarians have a vital part to play in helping students to think in different ways about things they read and hear. Some teachers think that they are playing their part in achieving this goal because they consider thinking and learning to be the same thing. There are others who can see the difference and would like to help their students to think better, but are restricted by central exams and attainment levels. These blocks to higher order thinking have restricted classroom thinking to mainly the remembering and applying of information, and to the finding of correct answers to someone else's questions. Hopefully, teacher-librarians have more freedom and motivation to overcome these limitations and can show some leadership in developing student thinking.

Thinking involves the mental processing of information. Learning often follows, and is observed as a change in a person's mental, feeling, or physical behaviour. Thinking generally involves three key elements. It involves us sensing relevant patterns in information. It involves us asking ourselves questions about these patterns in order to make sense of them and to compare them with patterns we have already stored in memory. And it involves us creating mental maps or schema that summarise the key terms in information as well as the "connections" we individually use to link these terms together.

If we really want students to think better, as part of our clever countries, educators have to focus more on the How? of learning and less on the What? of learning. Unfortunately, national goals, curricula, student profiles and the like, give only lip service to the mental processes students need in order to think analytically, creatively, critically, and with understanding. Such national statements offer little help to educators who wish to improve the pattern recognition, self-questioning, and schema building in their students.

Thinking has to be infused across the curriculum. Questions that invite different kinds of thinking, other than memory testing and application, have to be intertwined with curriculum content. Students have to be encouraged to look for patterns, ask self-questions, and create mental maps in every lesson, in every subject, and at every level. Separate thinking skills programs can only partially provide such opportunities. In addition, these programs cannot help students transfer the thinking skills they introduce to current curriculum content.

Teacher librarians have a wonderful opportunity to help all students develop in the three basic elements of thinking. They also have an important part to play in the inservicing of teaching staff whose initial training focused on outdated theories of learning and on the What? of the curriculum.

RECOGNISING PATTERNS IN INFORMATION

All human made or natural information has a design, structure, or shape about it. It contains patterns.

Good gardeners, teachers, chess players, golfers, spellers, readers, problem solvers, and so on, are quick to sense the relevant patterns in the information contained in the contexts associated with these hobbies, occupations, or curriculum areas. (Resnick 1989). Poor thinkers either don't see such patterns, or if they do, they are fairly concrete, simple patterns. Inadequate pattern recognition obviously limits any self-questioning and schema building that follows.

There are patterns in the letter b and in the word blizzard. These patterns help us to recognise them and to spell them.

There are patterns in pieces of writing and in poems. These patterns help us to recognise the genre' of the writing or the form of the poem.

There are patterns in sentences such as...
A man weighing 80 kilos rowed upstream against a current of 4 kms /hr...and
What is the height of a building if a stone dropped from its top takes 4 seconds to reach the ground? and
The eminent scientist said that Panda bears could be extinct within 20 years.

These patterns help us to predict such things as the best formula or method to use, problems to be wary of, or possible outcomes. Or they might help us to separate statements of facts from opinions, causes from effects, definite from indefinite conclusions, biased from unbiased reporting, and so on. In other words, patterns in sentences can help us to think critically about the information they contain.

There are patterns in the way concepts are linked in a reading. For example, concepts may be linked in a linear, cyclic, hierarchical, radial, comparative, or converging way. These patterns can determine the shape of an appropriate mental map or graphic organiser to use in summarising these concepts and how they are connected.

There are also patterns in examples of things we observe or read about. These are important in helping us to form generalisations, or mental pictures containing common properties of these examples. For example, there are patterns in groups of plays , poems, animal properties, math problems,

metals, wars, recessions, and so on, that all help us to make generalisations about such things and to recognise examples of them.

Unfortunately, the patterns good thinkers see in information are rarely identified and shared with all students. They remain as part of their private knowledge. Through metacognition, or the conscious thinking about our thoughts as we think, teachers, librarians, and better student thinkers can start helping all students in this important element of thinking.

ASKING OURSELVES BETTER QUESTIONS OF INFORMATION.

Just because a student can look up, or recall, a correct answer to somebody else's question doesn't mean they understand the answer. Understanding has to be generated by individuals. This is done by asking themselves probing questions that help them to see how the new information is linked to related information that is already stored in memory. Good thinkers are continually asking themselves Why? or How? after many of the statements they read or hear.

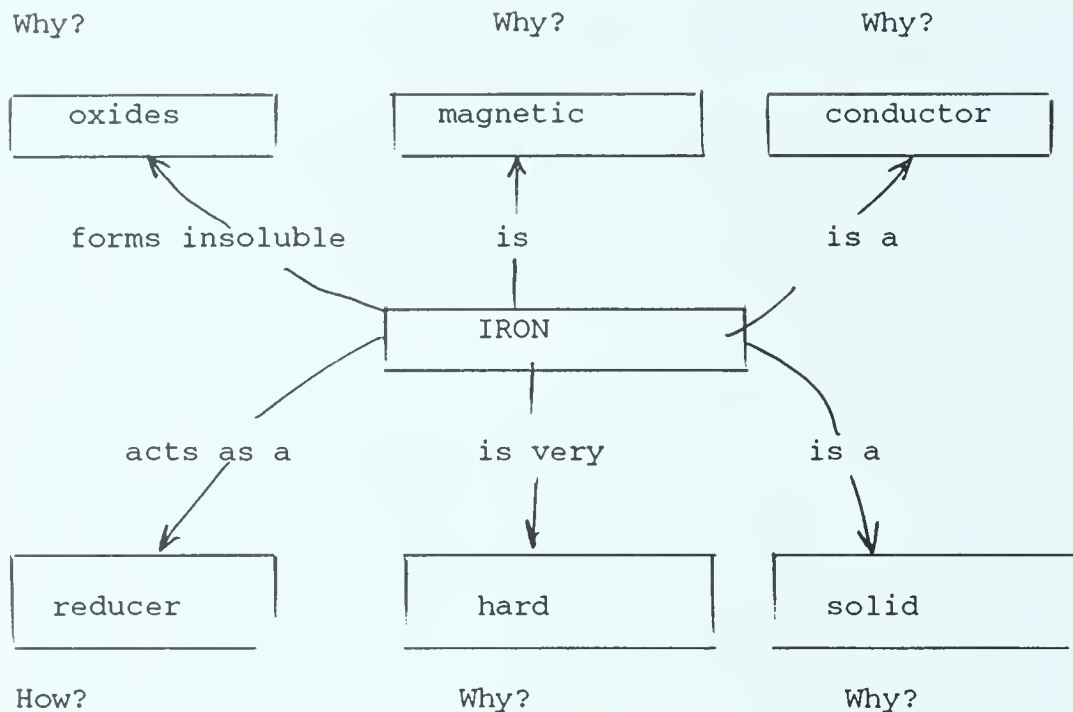
Unfortunately, many students find it difficult to ask themselves, or anyone else, good, probing questions about a topic. They accept information without question. They need help in this vital element of good thinking. This can be done by providing them with scaffolds that provide a visual stimulus for them to create their own questions to explore.

Question maps, question matrices, and question checklists are examples of such scaffolds.

1. Question maps

Question maps, or connection maps, are created by a student on a given map outline. The topic being studied is placed at the centre of the map. Five to ten related concepts or key words from a lesson or reading are selected by a student and written in separate boxes placed around the central topic. Then up to 5 words are used to make sentences starting with the topic and ending with the term in each circle. These words are the "connectors" and show how an individual connects or links a term or concept to the topic under study. Different students will choose key words and connectors that differ in relevance and complexity. Misconnections or misconceptions soon become visibly obvious to a teacher.

Now each student simply has to ask Why? or How? after each sentence they have created and a range of self-questions becomes visibly clear.



A Question Map for the topic of Iron.

2. Question Matrices

The question matrix here (Weiderhold 1991), is another good example of a visual prompt for helping students to create their own probing questions about any topic. Good thinkers continually use Why? and How? questions to probe a topic. In the matrix here these have been extended on the horizontal axis with four additional question starters WHAT?, WHERE/WHEN?, WHICH?, and WHO?. On the vertical axis there are six time/likelihood dimensions that we use in questioning, namely, IS, DID, CAN, WOULD, WILL, and MIGHT.

Overall, 36 question starters, or question "chips" are now available to help a student create or think up his or her own questions on a topic. The questions range from one correct answer recall questions in the top left corner to more open ended analytical and creative questions in the bottom right corner.

Consider a topic such as the Recession. The EVENTS column suggests questions such as .. WHAT IS a recession? WHAT DID the recession do to farming? WHAT MIGHT be a good thing to do in a recession?

Many more questions are suggested by other chips or question starters.. WHY DID the recession start? HOW WILL the recession end? WHO WOULD be least effected by the recession?

Q-Matrix

	EVENT	SITUATION	CHOICE	PERSON	REASON	MEANS
PRESENT	^{1.} What Is?	^{2.} Where/ When Is?	^{3.} Which Is?	^{4.} Who Is?	^{5.} Why Is?	^{6.} How Is?
PAST	^{7.} What Did?	^{8.} Where/ When Did?	^{9.} Which Did?	^{10.} Who Did?	^{11.} Why Did?	^{12.} How Did?
POSSIBILITY	^{13.} What Can?	^{14.} Where/ When Can?	^{15.} Which Can?	^{16.} Who Can?	^{17.} Why Can?	^{18.} How Can?
PROBABILITY	^{19.} What Would?	^{20.} Where/ When Would?	^{21.} Which Would?	^{22.} Who Would?	^{23.} Why Would?	^{24.} How Would?
PREDICTION	^{25.} What Will?	^{26.} Where/ When Will?	^{27.} Which Will?	^{28.} Who Will?	^{29.} Why Will?	^{30.} How Will?
IMAGINATION	^{31.} What Might?	^{32.} Where/ When Might?	^{33.} Which Might?	^{34.} Who Might?	^{35.} Why Might?	^{36.} How Might?

Students can create their own questions on a topic set for class or home work. With the aid of a question matrix they should be able to come up with questions that may never have occurred to them without the aid of a visual stimulus. Students can have fun designing questions on a given topic in small groups, or as individuals, to give to the rest of the class. This can be done by getting them to select known question chips cut up from a matrix or unseen chips from a pile that has been turned over.

3. Question Checklists

Each time we think about a physical or mental task we unknowingly ask ourselves a sequence of short questions that we answer or follow up with an action. These sequences are much like those on a computer program for processing information in a particular way. I think of these sequences as being mental checklists. We each have one for say remembering how to spell a new word, how to generally go about solving a problem, how to recall the key elements of a story, how to decide whether a statement is a fact or an opinion, relevant or irrelevant, reliable or unreliable, biased or unbiased, and so on.

Our mental question checklists vary in the number and

complexity of the questions they contain. Unfortunately, the question checklists used by good readers, good problem solvers, and so on, are rarely revealed to less able thinkers. They are kept as part of our private knowledge.

We need to ask good thinkers to do a little metacognition, or thinking about the specific questions on their thought sequences as they think in a particular way. Then a series of question checklists can be created that can be shared with all thinkers.

Here are some sample question checklists.

A Spelling Checklist...

How many SYLLABLES do I hear in this word?
What do the FIRST and LAST bits of this word look like?
Is this word LIKE any other that I know?
Do any parts SOUND DIFFERENT from what I expected?
Can I PICTURE this word in a funny way?

A Reading Checklist..

Who is the main character in this story?
Where and when does this story take place?
What did the main character do?
How does the story end?
How did the main character feel?

A Problem Solving Checklist..

What do I have to find?
What am I given?
Are there any limits given here?
Have I done something like this before?
What formulae/principle do I have to use here?
What do I have to be careful of in these problems?
Can I sketch this problem?
Can I break the problem up into parts?
Can I use simpler numbers/parts?

What is the first thing to do and why?
What is the next thing to do and why?
What will happen if I do this?
Does this make sense ?
How am I going?
How much time should I spend here?

Does this check out?
Is there a rule/method I should remember for next time?
What were the tricky parts?

Question checklists can be developed for each of the basic thinking skills listed below. (Langrehr 1993)

The ability to

make connections between related concepts
categorise, order, compare, generalise
challenge reliability
distinguish facts from opinions
reason analogically
design self questions
identify assumptions and make inferences
judge relevance of information
challenge the reliability of information
distinguish causes and effects
distinguish inferences from observations
visually summarise
infer meaning from context
suggest creative reversals, consequences, explanations
suggest creative alternatives, uses, comparisons
analyse designs of human and natural products
think about other points of view
identify bias
identify the main idea
make decisions

DRAWING MENTAL/VISUAL SUMMARY MAPS

We summarise the patterns we see, and the answers to the questions we ask ourselves, on mental maps or schema. These schema are continually being refined, or added to, as we think about new related information. Our mental maps contain concepts as well as the connections we have made between them. These can be revealed by asking a student to draw a map showing these things at the end of a reading or lesson.

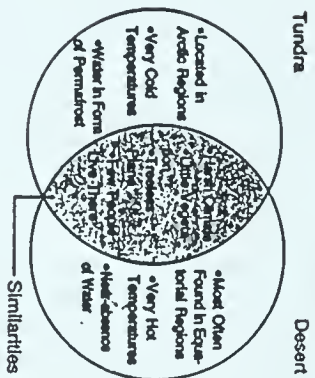
The concepts discussed in a reading or lesson have a pattern or structure about them in terms of the way they are related to each other. Students can be shown (Jones 1989) how to recognise this structure and to select an appropriate map for summarising the key concepts or terms and the way these are connected.

Mental maps remove the verbal "noise" of a verbal summary. Research shows that students who have been taught how to visually summarise significantly improve in their recall and understanding of information they read.

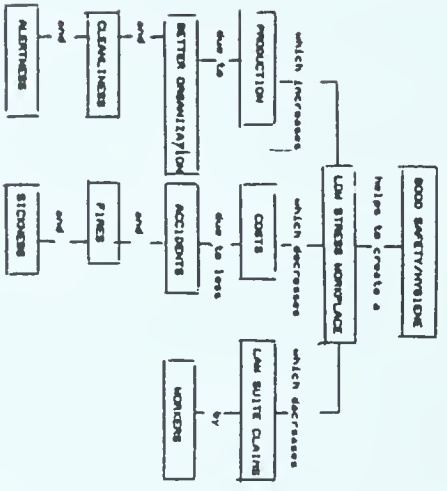
Here are some common mental maps or graphic organisers that correspond to some different structures within information.

VISUAL SUMMARIZING.....EXAMPLES

AN INTERLOCKING CIRCLES MAP for summarizing how 2 things are SIMILAR and DIFFERENT.



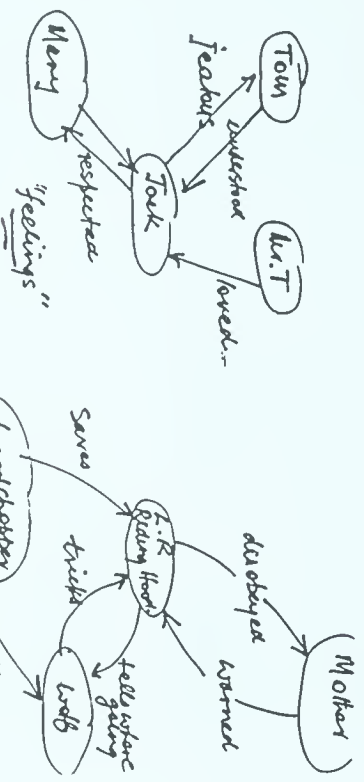
A CONCEPT LAYER MAP for summarizing the SMALLER and SMALLER parts of a large topic and how these parts are related.



JOE'S ...

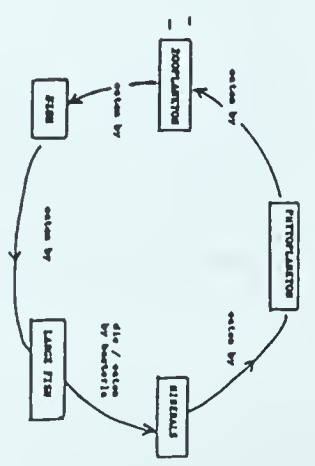
	+	0	-	Evidence
Good	✓			
BEANE		✓		
LAZY			✓	
LIKES	✓			
DANGER				

+ Strong in character
0 no evidence

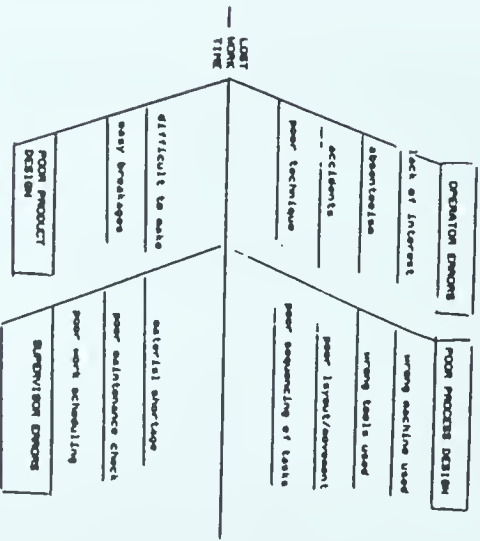


VISUAL SUMMARIZING.....EXAMPLES

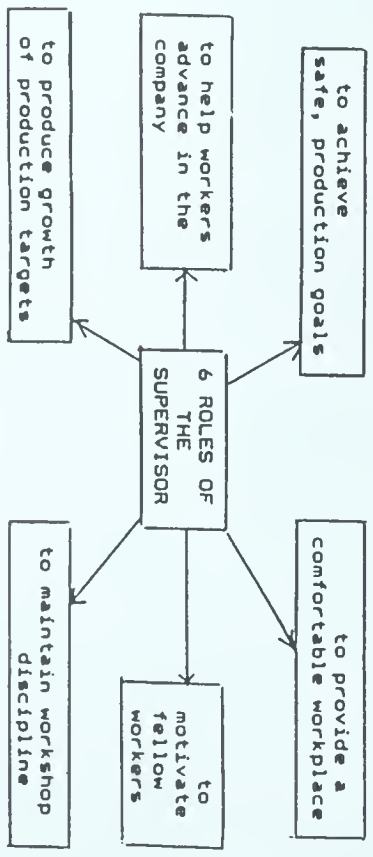
A CYCLE MAP for showing the stages in a process that keeps repeating in a circular way.



A FISHBONE MAP for showing a variety of CAUSES and the EFFECT they produce.



A SPIDER MAP for summarizing various ASPECTS of a topic.



References

1. Jones, B. F Teaching students to construct graphic representations, Educational Leadership, Vol 20, Jan.1989
2. Langrehr, J.S (1993) Better Questions: Better Thinking Books 1 and 2, Sydney, Longman Cheshire
3. Resnick, L (1989) Towards the thinking curriculum: current cognitive research, Virginia, ASCD Yearbook,
4. Weiderhold, C (1991) The Question Matrix, San Juan, Capistrano, California, Resources for Teachers Inc.

Some other personal books and papers.

Better Questions: Better Thinking Book 1, Longman - Cheshire, Sydney, 1993

Better Questions: Better Thinking Book 2, Longman - Cheshire, Sydney, 1993

Teach Thinking Strategies, Longman - Cheshire, Melbourne, 1990

Sharing Thinking Strategies, National Education Service, Bloomington, Indiana, 1990

Teaching Students To Think, National Education Service, Bloomington, Indiana, 1988

Better questions in science teaching, Australian Science Teachers Journal, Vol 39, No 3 1993

Asking your own questions, Primary Education, Vol 24, no 3 1993

Learning how to question information, Teaching Thinking and Problem Solving, Vol 15 No 1, Research for Better Schools, Philadelphia, 1993

Educational assessment-for whom? SAIT Journal, December 2 1992

Improving student thinking ; Back to Basics, SCORE, Vol 2, No 1, 1992

Visual prompts, SAIT Journal, June 7, 1992

Making connections, Primary Education, Vol 23 no 1, 1992

The power of the connection map, SAIT Journal, Nov 13, 1991

Information processing strategies, SAIT Journal, March 1990

The brain; implications for schooling, SAIT Journal, Oct 1989

The Financial Value of the Teacher Librarian

Fay Nicholson, Library and Management Consultant and Trainer

The value of the teacher librarian to a school program has been well documented in the area of educational contribution. However, with increased devolution of decision making to the school level, with the increased pressure to allocate scarce resources to gain the best outcomes, and with the need to account for finances to the school community, school councils and principals are closely examining the contribution of staff in financial terms.

With the emphasis in educational philosophy on individual learning and the development of the ability of each student to locate, select and use information, the school library is an essential component of the education program of each school. This paper therefore will not address the issue of whether a school requires financial commitment to a library but considers the value of the teacher librarian.

The teacher librarian is employed as a teacher in the school but brings additional skills to those of education. Qualifications in librarianship as well as education equip the teacher librarian with skills in selection, acquisition and organisation and use of resources. Combined with education knowledge and experience, the teacher librarian is equipped to assess teachers and students needs and to match these with appropriate resources to achieve the required educational outcomes.

This paper however, addresses the financial value of the teacher librarian and outlines areas in which this can be identified and indicates measures that can be used to demonstrate this value.

There are four major financial areas in which the value of the teacher librarian can be examined. These are:

- . capital investment
- . recurrent costs
- . cost benefit
- . cost effectiveness

For the purposes of this paper, and given the time constraints, depreciation is not included in cost examples. The school bursar can advise how depreciation is calculated in a particular school.

Costing of staff also varies from one authority to another. In calculating staff costs, on costs should be included. These cover superannuation, work cover, and sick leave which are additional costs to the employer to the staff salary. For the purposes of this paper on costs of 50% are used as an example only.

Capital investment

The school has considerable financial investment in the school library. This is made up of the building, stock and equipment. This investment represents choice by the school to invest money in this area rather than another area of the school. As it represents commitment over many years, it is important to the school to maximise these spent funds as well as current spending.

The capital investment in each school can be calculated. For example:

Building	\$300,000
Book stock	
10,000 X \$25	250,000
Equipment	50,000
Total	<u>\$600,00</u>

How does the teacher librarian maximise capital investment?
By organising the physical facility and resources to gain the maximum use by the school community. This is achieved by efficient operation of the facility, and by the organisation of the collection and stock to provide maximum exposure.

How do teacher librarians demonstrate their efficient use of this financial investment?

Organisation of the physical facility is undertaken by layout of the interior to match the education needs - e.g. individual study, small group or class use. This can be demonstrated by records of use of these areas matched with the demand. For example, a primary teacher librarian can demonstrate that class use of the facility is maximised when each class has a regular weekly period in the library.

Use of the collection and equipment is recorded by booking sheets for classes and loan records. These statistics will not only record use within the facility itself, but external in the classrooms. Other records will demonstrate video showing, class sets, topic borrowing, etc. The value of this use can then be demonstrated and assessed when measured against the school program as a whole.

Many schools have invested in library management systems at considerable costs. The benefits of these systems to the school program can be demonstrated in terms of increased use, most effective access to information and saving of clerical time by staff.

Recurrent costs

There are several areas of operating costs. These can be divided into site, acquisition, maintenance and salary costs.

Site costs include cleaning, power and telephone. Cleaning costs are assessed in the time taken for the cleaner in that area. This is estimated on space and difficulty of cleaning. The teacher librarian can demonstrate that cleaning time is minimised by the monitoring of use, but regular maintenance of the area such as reshelving and relocating materials by the end of each day.

The cost of maintaining the collection by the acquisition of new materials has also be to justified in terms of the total school budget. The teacher librarian can demonstrate the need for current and new material by showing requests for resources by teachers, unfulfilled demand by teachers and students, and the matching of new resources with curriculum requirements.

Maintenance of equipment is important to maximise investment and use. If equipment is not maintained it cannot be used effectively. This of course, also include maintenance of computer systems. A maintenance and depreciation schedule is therefore useful in demonstrating value, particularly if linked to use of the equipment.

Cost of telecommunications are becoming more important as teachers and student increasingly access external databases. Teacher librarians act as intermediaries for such access and through their expertise maximise search success and minimise time and frustration.

Staff costs are also part of recurrent costs and should be included. The school or educational authority will provide information on staff costs, and how they calculate on costs, i.e. the cost of superannuation, leave loading etc.

Recurrent cost example:

Building (power, cleaning telephone)	\$20,000
Acquisitions	6,000
Maintenance (service, etc)	5,000
Salary \$40,000 + on costs (50%)	60,000
	<hr/>
	\$91,000
	<hr/>

Cost benefit

The school investment in a teacher librarian is also one of choice. The school must decide whether the greater benefit is gained by allocation of a teacher librarian or a teacher.

The benefit a teacher librarian can demonstrate is based on their knowledge of the curriculum, the teachers' requirements and style, the students learning patterns, the resources in the library and other areas of the school and the wider community. This knowledge means that they will save the school time which in turn means money and provide access not otherwise available. Indeed most teachers would not be able to operate most library interface situations through lack of knowledge and expertise.

The value of a teacher librarian compared to a teacher in time saved can be shown. For example:

Provision of specialist services saving teacher time 10 X 1 hour @ \$25.00 per week for 30 weeks per year	\$7,500
Greater efficiency in purchasing say	500
Incidental maintenance	500
	<hr/>
Total	\$8,500

What is the benefit to the school in other areas? The teacher librarian adds value to the provision of resources by quality and accuracy as well as speed. For teachers this will be the ease and effectiveness of the provision of resources for their teaching preparation and implementation. For students, who increasingly rely on resources, access and use of resources will be essential. Student views are important, as resource provision may be an element in their choice of school, and of subjects.

Benefit to teachers of the teacher librarian can be shown by records of consultation and provision, and particularly of the time saved for the teacher. If there is no teacher librarian, the teacher has to undertake some of the tasks themselves, e.g. selecting, previewing and setting up a video, while other would not be undertaken. If the teacher librarian saves 10 teachers one hour a week, this is a third of a teacher that has been saved in terms of the school.

Benefit to the students who are after all the only reason the school exists, can be demonstrated by records of use of the facility, of instruction and of borrowing. Use by students can be linked to the education program, and benefit to that demonstrated. For example, if the objective of the school is to provide a strong VCE program, student use of the library can be linked to VCE requirements. Students need to use the facility when they are able to, so hours of access are important to them. Provision of sufficient relevant resources is essential to complete teachers requirements and the ability to use them efficiently. This means that item numbers and borrowing rules become very important to students. The teacher librarian can demonstrate benefit of the school investment by showing use statistics, ratio of resources in a subject area per student enrolment, borrowing statistics by subject and enrolment.

Cost of provision of a service to a class can be calculated. For example:

Say an American history class at year 11 has enrolment of 25 students. This is a new subject and the school has agreed to place priority on its development. The teaching method is based on a research approach which involves heavy use of resources in the library and additional expenditure.

The cost of provision of service to that class can be calculated:

Resources	\$1,000
Research support	
1 hour per week	
for 10 weeks	250
plus 50% on costs	125
	<hr/>
	1,375

Cost of provision per student is \$55.00

If the school places high priority on this area, the cost of this provision can be shown. The school can then decide on the value of this cost to their educational objectives.

Cost of a particular service can also be calculated. For example:

To calculate cost of video recording
of 100 programs per year

Cost of tapes (say \$10)	1,000
3 hours per week	
consulting and taping	
for 48 weeks of year	5,760
plus on costs (50%)	2,880
	<hr/>
Total	\$9,600

The cost of each tape to the school is \$96.00. The value of this service can then be assessed.

Cost effectiveness

Cost effectiveness is demonstrated by the teacher librarian showing that the cost of the current means of provision is more effective than an alternate model or source. The alternative possibilities are different levels of allocation of staff, e.g. part time teacher librarian, different types of staff, e.g. teacher or librarian or library technician, or external provision, e.g. use of CD ROMS through links to the public library rather than internal provision.

Staff effectiveness can be demonstrated by showing levels of provision. If only a part time teacher librarian is allocated, the result to the school can be calculated, and this can then be related to the educational program as a whole. For example, in a primary school each child may only visit the library once a fortnight and the exposure to the literacy or research program could be very limited.

The effectiveness of a teacher librarian can be shown by examples of use of their skill - e.g. selection of appropriate resources on the basis of curriculum, teaching and learning styles and levels. A library technician can demonstrate excellent system operation skills, but no or limited educational skill. A teacher can demonstrate excellent educational skills but no or limited resource skill.

Cost effectiveness of internal or external provision can be demonstrated in financial terms. For example to provide CD ROM will require investment in equipment and staff time in training users and operating the area. External provision, e.g. the local public library will also require telecommunication costs and staff time, but may provide a wider range of choice of database than the school can afford.

If a service is not provided in the school, the cost of external provision + the time of the teacher concerned must be calculated. For example

1 CD search	\$50.00
3 hours teacher -	
1 hour travel	
1 hour search definition	
1 hour obtaining resources	75.00
	<hr/>
	\$125.00

It is important that the teacher librarian can identify the cost of provision of a particular service or product and can then compare with the cost of provision from another source. It may be cost effective for the school to provide the service as this provision may be more efficient and effective. However, the school may decide to outsource the service - that is to buy it in from an external source if this is seen to be cost effective, and to maximise the contribution of the teacher librarian. A current example of outsourcing is that of cataloguing where the school buys in catalogue records from ASCIS. This is seen as being more cost effective than using the time of the teacher librarian in cataloguing.

Conclusion

To demonstrate the financial value of the teacher librarian to the school requires particular knowledge and skill. The teacher librarian must have detailed knowledge of the curriculum, of subject enrolments, of teaching requirements, and of learning requirements. This knowledge must be in a form that can be reported, not just in general knowledge. For example, the subjects taught at each level, enrolment numbers, number of teachers and their allocation weighting to the subject, the background of the students. In addition the requirements of that subject for resources - class use, individual projects, etc should also be recorded.

The teacher librarian must also have a good understanding of the costs involved in operating the library - cleaning, power, telecommunication and maintenance costs, materials costs and salary costs.

Teacher librarians are no strangers to finance. In most schools they are responsible for the largest budget allocated to a particular staff member. However, as schools are forced to examine the possible alternatives for allocation of their funds, teacher librarian must be prepared to demonstrate the value of the cost of operating the library and the contribution that is made to the educational program. This in turn will require sophistication of report and presentation skills.

Teacher librarians are well placed to argue their financial value. They have access to valuable statistical information, particularly through automated systems which enable them to assess use and analyse cost of provision of services. They have good knowledge of the school and can place their contribution in context of the total educational program. As a group they are also confident of their role and have the great advantage of a profession which shares information and assists each other. However, teacher librarians must also be prepared to demonstrate their value in other terms, not their own. These terms increasingly are financial. With deliberate research, preparation and presentation, the teacher librarian can demonstrate their contribute in an impressive manner.

VIRTUAL REALITY: A "MORE THAN REAL" LEARNING MEDIUM

Associate Professor Barbara Poston-Anderson
School of Information Studies
University of Technology, Sydney

The development of virtual reality, through the medium of virtual worlds technology, is being hailed by its creators and developers as an advance to rival the advent of any invention this century. In the next decade, if predictions are correct, virtual reality will become an important part of our lives. Even such basics as how we learn and how we communicate with others will be affected.

Virtual reality is a "computer generated environment" which "envelops the participant in a responsive three-dimensional space that can be programmed to look and sound like anything existing or imagined." (M. Bricken, 1989-2:1) Such a world is created "out of nothingness," meaning there are no preconceived ideas or limitations. Everything that can be imagined is possible.

To enter a virtual world once it has been created, the participant dons a head mounted display (HMD) and a glove (or holds a control such as a space ball) and the virtual world technology does the rest. Actual bodily movements of the participant are tracked and fed into the near 360 degree virtual world environment which is there to be seen, heard and touched.

The participant is said to be immersed in a "hyper-reality," a more real than real world where even invisible processes, such as photosynthesis or fluctuations on the stock market can be made visible (Jacobson, 1990-12:7). These abstract concepts and ideas, when represented in concrete 3D visuals, can then be directly experienced.

In such worlds, meaning and understanding grow from direct participation, rather than from symbolic interaction. Because behaviour is natural, rather than symbolic, participants do not have to learn the language of the computer, rather the computer adjusts to the participant and can be programmed to provide information in preferred formats and styles. Likewise, the ability to interpret text (i.e. read) is not essential, because the virtual world operates at a "pre-symbolic" level where interaction through the senses is the way to learn. Lack of literacy will not be a barrier to virtual world participation.

Although this technology is still in the developmental stage, the potential in a range of fields such as medicine, architecture, business, the arts, the travel industry, entertainment and education is immense. What is so outstanding about the application to education is that this medium provides a true learn by doing context which transcends the physical boundaries of the actual classroom. Picture a virtual classroom where students can participate from a range

of geographical locations. While their actual bodies are located at homes across the city, state, or even world, their virtual bodies are in a virtual classroom interacting. In this environment, individual speech, natural movement, and joint projects are all possible. However, when working together students must first establish common ground if they are to achieve group objectives. On the other hand, learning may also be specifically tailored to an individual learner's special needs.

When immersed in a virtual world, individuals interact spatially with the information found there. Like the real world, people anchor themselves in space, but unlike the real world, they can shift their perspectives at will to nearly any angle or perspective. Participants can also assume a fluid virtual body meaning that they can be perceived by others in more than one form (e.g. female, male, or inanimate object) and change this, too, at will. Although understanding of multiple perspectives will no doubt be enhanced by this facility, there is some question concerning what effects this feature may have on the individual's concept of his/her own identity, particularly when the participant is a young child.

The capabilities of the participant to vary time, scale, and the physical laws of nature in virtual reality all have the potential for enhancing this as a medium for learning. Vast distances in time and space can be crossed instantaneously, or compressed or even expanded. Participants can assume relative sizes enabling them to accomplish such feats as regrouping molecules by hand or becoming part of an erupting volcano. Gravity can be defied with flying becoming a common mode of travel. This versatility will enrich the whole range of virtual experiences from discussions or hands on tasks to group projects and field trips.

Virtual reality as a medium for learning has already been trialled successfully in several places. At West Denton High School near Newcastle (U.K.) both an "intelligent city" and a "virtual factory" have been used by thirteen to eighteen year olds with positive results.

At the University of Washington, Human Interface Technology Lab, summer schools for youngsters have been run with ten to fifteen year old students creating their own virtual worlds. Some of the titles for these student-generated worlds included: Cloudlands, Moon Colony, Neighborhood and Virtual Valley. The use of virtual worlds technology by these students was so successful that the co-ordinator, Meredith Bricken, wrote: "They enjoy creating worlds at least as much as operating within them." (Sherman and Judkins, 1992: 90) A survey completed by the 59 students, showed that on a seven point scale, with 7 being "enjoyed extremely", the experience was rated an average 6.5. (Bricken, M. 1992) That this experience was able to stimulate the creativity and imagination necessary to design and implement such a virtual world is another obvious educational benefit.

The consensus of those who have led such projects with young people is that the students are highly motivated and that participation is not marred by gender bias (i.e. girls and boys interact equally well.) Both of these points are excellent characteristics for a learning medium.

Teacher librarians as the main information professionals in schools need to be aware of developments in virtual worlds technology because of the profound changes in all areas of education, particularly curriculum design and information provision, which it will undoubtedly bring. When the whole learner is involved, as in virtual reality, educational design and the provision of information become more complex because the learning program must allow for interaction at many levels with "multi-sensory representation of information, multiple methods of interaction, choice and structure." (M. Bricken, 1991-5:3).

The concept of a virtual library where direct experience can be integrated with multi-media forms and databases, both visual and textual, is not so distant. One only has to examine such multi-media programs as Microsoft Encarta (a CD encyclopedia complete with text, visuals, sound and animation) to realise that the addition of virtual worlds is a logical next step. One computer software expert suggests that if sufficient funding were provided, such a package could be in schools within as few as five years. Imagine integrating a virtual world to rival Jurassic Park with a CD multi-media program such as Microsoft Dinosaurs. Not only could a student wander the pre-historic bogs in person via a virtual body, but he or she could take time out to access visual or textual information whenever required.

However, Meredith Bricken (1991-5:7) cautions that "technology by itself does not improve education, it needs appropriate application." For this reason teacher librarians need to be part of the educational team which decides how such technology will be developed, applied, and used within and among schools via networking. Some issues need careful consideration.

First, who controls the medium is of ultimate importance. Researchers suggest that the participants themselves need complete control of their own behaviour and interactions within the virtual world. The power of the participant to make his/her own decisions is critical.

However, even when control by the participant is assured, there are still potential problems. For example, when young people design their own worlds, what limitations, if any, should be placed on their imaginations and designs? Likewise, when virtual worlds are prepared by others for educational purposes, who makes the final decisions regarding the nature of the world and the type of interactivity which will occur? Educators and information specialists are logical experts to advise on these issues.

Access is another important area of concern. The equipment necessary to interact within a virtual worlds environment is still cumbersome and costly. The head mounted displays and tracking devices are not yet sturdy, compact, and lightweight enough for wide distribution and use by young people in schools. Likewise, graphic representation of images is still at a geometric stage with participants experiencing some lag and delay when interacting with a virtual world. Systems are also currently outside the economic reach of most schools.

However, as development proceeds, the resolution of graphics and the capabilities of tracking systems to respond to participants' movements will advance and the price will decrease. Work is already underway to develop a head device which will project images directly on the back of the retina to give the participant greater verisimilitude. Also, data gloves with force feedback capabilities are being developed to enable participants to feel sensations and the texture of what they touch in the virtual world. With these advances, in the not too distant future, physical entry into a virtual world may be as easy and as inexpensive as buying and wearing a pair of glasses.

Other issues related to access are concerns about whether people in general, and children in particular, will suffer confusion and not be able to distinguish between the virtual and the real. At the psychological, and even more importantly, the neurological response level, this may well be a significant issue. For example, because virtual worlds do not need to conform to the physics of the real world, at a reflex level who is to say that a participant who has been flying or has enhanced strength in a virtual world, may not momentarily forget that she or he is not endowed with these powers in the real world? This could have some dangerous consequences.

Also, what if some people enjoy the unhindered existence of the virtual world so much that they prefer to spend most of their time there? Researchers and developers as yet have no answers to these questions. Most of those who work with virtual worlds technology believe that the medium is benign and that as long as individuals can pull the plug on these worlds when they wish, there will be no real problem.

Will virtual reality become an essential learning medium of the next decade or will it be just another escapist panacea? Sherman and Judkins's book on virtual reality, *Glimpses of Heaven, Visions of Hell*, hints at the full range of possibilities. Since how the medium is conceptualised in the first place will determine how it will be used, it is imperative that teacher librarians, as educators and information professionals, become involved now at the development stage to help ensure that learners are provided with the best fit in the virtual worlds which are created for them.

Bibliography

- Aukstakalnis, S. and Blatner, D. (1992) Silicon Mirage: The Art and Science of Virtual Reality . Berkeley: Peachpit Press.
- Benedikt, M. (1992) Cyberspace: First Steps. Cambridge, MA: MIT Press.
- Bricken, M. (1989) "Inventing Reality". Univ. of Washington: Technical Report HITL M-89-2.
- Bricken, M. (1992) "Summer Students in Virtual Reality: A Pilot Study on Educational Applications of Virtual Reality". Univ. of Washington: Technical Report R-92-1.
- Dinosaurs. (1993) North Ryde: Microsoft.
- Encarta . (1992) North Ryde: Microsoft.
- Jacobson, R. (1990) "Virtual Worlds, Inside and Out". Univ. of Washington, Technical Report HITL-M-90-12.
- . "Virtual Reality Environments: Potential and Change." Univ. of Washington: Technical Report HITL-P-91-5.
- Sherman, B. and Judkins, P. (1992) Glimpses of Heaven, Visions of Hell: Virtual Reality and Its Implications. Sydney: Hodder and Stoughton.

Human Resource Management in the School Library

**Prepared for
ASLA XIII
September, 1993**

**Gay Tierney
Morag Whitney
Perth, Western Australia**

Introduction

It is readily acknowledged that the contribution of the human resources in an organisation eclipses the benefits of all other resources. The effective management of human resources is therefore critical to the success of any school library. "Human resources are the most costly, most complex and yet the most basic aspect of the [library] management role" (Nicholson, 1990, p.102). Management of human resources is an extensive, complicated and challenging area. It encompasses selection, deployment, staff development, communication, participation, conflict management, leadership, motivation and job satisfaction. It is through effective management practices that the potential of the human resources in the school library is realised.

This paper will address some significant aspects of human resource management: motivation and job satisfaction, interpersonal communication and participative decision-making. Theory will be examined and implications for school library managers discussed.

Motivation and Job Satisfaction

An understanding of motivation and job satisfaction by the library manager is vital to the development of harmonious working relations among library personnel. However, motivation is not yet clearly understood. In educational organisations serious study of what motivates teachers or other school staff has received scant attention. In the past staff were motivated by the carrot and stick method. With the move towards school autonomy and greater accountability many school library managers realise a more sophisticated understanding of motivation is required.

Motivation in any organisation is primarily concerned with the way people behave, although Owens (1981) contends "motivation is not behaviour: it is the complex internal state that we cannot observe directly but

that affects behaviour" (p.106). Petri believes "motivation is the concept we use when we describe the forces acting on or within an organism to initiate or direct behaviour" (1986, p. 3). Motivational forces that act on or within people are the basis of several theories of motivation that have been influential in educational research.

One of the earliest theories that is still relevant today is Maslow's hierarchy of needs. The hierarchy consists of five different types of needs: basic physiological needs, security and safety, social affiliation, esteem and self-actualisation. It was Maslow's contention that the lower-level needs must be met before the higher level needs could become motivating. There is a general consensus that "methods must be developed to satisfy more fully the higher level needs of students, teachers and administrators" (Hoy & Miskel, 1987, p.180). Thus an adequate and equitable salary, involvement in decision-making and regular monitoring and supervision were seen to be important motivating forces.

Another theory, developed by Herzberg, is based on the notion that motivation is not a single dimension but is composed of two separate sets of factors. These are described as motivating factors and maintenance (or hygiene) factors. The maintenance factors include work environment, supervision, salary and job security. The poor quality of these factors leads to dissatisfaction. The motivating factors include recognition, responsibility, advancement and achievement. These appear to motivate people and are associated with job satisfaction. The point about Herzberg's theory is that simply eliminating dissatisfaction does not lead to satisfaction, rather to a neutral state that is neither dissatisfaction or satisfaction. Herzberg suggested that those who would implement his theory "need to enrich the job, increase autonomy on the job and expand personnel administration" (Owens, 1981, p.122).

The development of goal theory is attributed to Locke and his associates. The fundamental premise of this theory is that intentions to achieve a goal constitute the primary motivating force behind work behaviour. Value judgements are the basis for choosing a course of action that projects the probability that a reward will occur. The effect of goals on actions is to direct thoughts and behaviour to one end rather than another. The use of goal theory is evident in schools where the use of behavioural objectives guide decisions regarding instructional procedures and where goal setting is a major feature of school planning.

The testing of these theories in educational settings has revealed an array of both extrinsic and intrinsic forces that appear to motivate school staff. The motivating forces identified by Herzberg - achievement, work content, responsibility, recognition, advancement - are most commonly mentioned in the literature. It is apparent, though, that these motivators apply to workers in organisations in general rather than to workers in schools. Two studies, conducted by Dean (1985) and Sederberg and Clark (1990), have focussed on some motivating forces that perhaps only apply to the helping professions. Dean has fashioned a list of possible motivators that includes some of Herzberg's motivators but includes others such as the challenge to professional skill and the inspiration of others.

Sederberg and Clark conducted some qualitative research on high vitality teachers that provides a poignant insight into what makes teachers teach. The three most significant motivating forces were: role models of own former teachers; an inner driving force; and a yearning to play a significant and enriching role in student's lives. None of these intrinsic motivators are acknowledged in the Herzberg studies. Other incentives were those that the school organisation could provide and, interestingly, tended not to have a high monetary value: booster shots such as attending conferences and having professional respites; regular monitoring and feedback; expressions of

appreciation. For instance, one teacher of German, interviewed in the study, was overwhelmed when a former student phoned from prison on Christmas Eve, after 10 years, to sing a carol in German as he remembered her as the only teacher who had praised him at school. The ideas articulated by Dean, and Sederberg and Clark present a different view of motivational forces than that generally assumed by proponents of school devolution programs.

School library managers may need to review their practice as a consequence.

One researcher in the field of library management (Barnes, 1990) has identified job design as another motivational force contributing to job satisfaction. A well-designed job has six attributes. It should:

- (1) encompass a variety of different activities
- (2) enable the completion of a whole piece of work
- (3) have significance, or impact on others
- (4) permit individual discretion concerning scheduling and procedures
- (5) allow for clear feedback from peers and supervisors, and
- (6) provide opportunity to work closely with other people.

All school library jobs have the potential to contain all these attributes to a high degree. The school library manager can sustain, and indeed increase, job satisfaction by accommodating these factors.

It could be argued that motivation in a bureaucratic organisation contrasts to that in a professional organisation as, for instance, it is difficult to imagine an officer in a bureaucracy "yearning to play a significant and enriching role" in client's lives. As little research concerning motivating forces of those in the helping professions has surfaced, many of the theories of devolution are perhaps based on some quite erroneous assumptions. For instance, the premise of merit payment for the Advanced Skills Teacher (AST) position in recent school devolution processes may be faulty and

maybe administrators would retain more experienced, dedicated staff if an annual conference or respite was built into the system.

A further implication in light of a comparison between the motivators of Sederberg and Clark's high vitality teachers and the results of research based on Herzberg's theory is that motivation is a personal and, to some extent, a private concern. It has been recognised that "even with people we know quite well, the deeper needs may remain hidden and we may therefore 'get it wrong' " (Everard & Morris, 1985, p.253). Some people have a tendency to think all other people have the opposite view and think their own needs are special and different. The school library manager thus must be sensitive to different motivations, not to be too hasty in judging behaviour, get to know staff well and be prepared to cater for a variety of both extrinsic and intrinsic motivators.

It is evident that the motivational forces that act on or within an individual to effect behaviour are not easily understood. Further the success of developing and sustaining motivation and job satisfaction has a lot to do with the assumptions that managers hold regarding human behaviour. McGregor's theory X and theory Y are two different, contrasting explanations of human behaviour, based on different assumptions about people. People who hold the theory X view, tend to believe motivation is a matter of the carrot and stick method, while theory Y people display high levels of trust and respect for other people's opinions. The management style of the school library manager is readily influenced by the views they hold regarding motivational forces.

Like motivation and job satisfaction, interpersonal communication is a prerequisite for effective human resource management.

Interpersonal Communication

Communication is a fundamental to all human relations and never more so than in the school library. Communication involves a person sending a message to another with the conscious intention of evoking a response. Interpersonal communication can be defined as "any verbal or non-verbal behaviour that is perceived by another person" (Johnson, 1990, p.105). In libraries the effectiveness or otherwise of interpersonal communication among staff influences morale and library climate. Theorists have identified factors that contribute to effective communication. Factors that seem particularly pertinent to the library situation include verbal and non-verbal communication, understandable messages, listening, credibility and sensitivity.

Messages can be transmitted via the use of verbal and non-verbal signs. Verbal signs take the form of words whereas non-verbal signals include facial expressions, gestures, body movements, dress, furniture arrangement and para language - language that is vocal but not strictly oral, such as tone of voice, speed of speech, sighs and laughter. Non-verbal communication is a powerful means of promoting effective working relations. Line (1992) provides a humorous account of the importance of acknowledging colleagues and providing praise as a means of creating an effective working climate. To be effective verbal and non-verbal communication must be consistent. "The verbal and non-verbal messages must be congruent for effective communication" (Hoy & Miskel, 1991, p.35).

Effective communication is more likely if the sender can competently send an understandable message. An understandable message is one where the meaning interpreted by the receiver matches or closely resembles the meaning intended by the sender. "The interpretation of messages is determined through the perception of individuals" (Wilkinson & Cave, 1987, p. 136). Perception is a mediating process in which individuals call on, for

instance, previous experiences, values and feelings to interpret meaning. Messages constructed to anticipate other people's perceptions have a greater chance of being understood. The effective library manager is aware of the extent to which messages are perceived and has the ability to amend messages to improve the effectiveness of the communication.

Competent listening on behalf of the receiver also contributes to effective communication. Competency in listening means being a good listener. It is generally believed that "good listening implies the ability to take as much interest in the other person's side of the discussion as your own" (Fontana, 1990, p.51). Good listening is a learned skill and has been described as an art that can be mastered by developing the attitude to want to listen.

Competent listening also means being an active listener. "Active listening is a process of sending back to the speaker what you think the speaker meant in content and feeling" (DeVito, 1986, p. 56). Active listening includes use of non-verbal signals, paraphrasing and questioning. It contributes to effective communication by focussing on the meaning of the message. School library managers need to be good and active listeners. They need to communicate their interest to the speaker and provide non-verbal signs such as eye contact, posture, facial expressions, attentiveness and note-taking to give feedback to the sender.

The perceived credibility of the sender is a factor that greatly influences effective communication. "Sender credibility refers to the attitude the receiver has toward the trustworthiness of the sender's statements" (Johnson, 1990, p.113). The perception of sender credibility depends on how receivers view the sender's reliability as an information source, the intentions or motives of the sender as well as the opinions of other people all affect the perceived credibility of the sender. It is important that the school library manager establishes their credibility. It has been suggested that leaders rely

on their expertise, openly admit their limitations, reinforce words with actions, and avoid value judgements. Establishing credibility also means allowing other members of staff to get to know their leaders. Spending time with other staff informally can contribute to this.

Being sensitive to or having empathy with the receiver's perspective contributes to effective communication. To empathise with others is to see things from their point of view, to stand in their shoes or feel things the way they feel them. It can be argued "if we are able to empathise with people, we are in a better position to understand, for example, their motivations and past experiences, their present feelings and attitudes, their hopes and expectations for the future" (DeVito, 1986, p.71). Sensitivity on behalf of all staff can improve communication in the library. School library managers who handle their responsibilities sensitively provide very effective interpersonal communication models.

The factors of verbal and non-verbal communication, understandable messages, listening, credibility and sensitivity that have been discussed are not the only factors that contribute to effective interpersonal communication but are considered among the most important ones for school libraries. There are also factors that act as barriers to effective interpersonal communication.

Barriers to effective interpersonal communication that affect school libraries include noise and poor communication climate. The presence of noise distorts or prevents effective communication. Hoy and Miskel state "Noise is any distraction that interferes with sending or receiving the message" (1991, p. 353). DeVito classifies noise into three types: physical, psychological and semantic. Physical noise is that which interferes with the physical transmission of the message such as traffic, machines, wind or speakers who lisp or wear sunglasses. Physical noise can also occur in written communication in the form of indecipherable handwriting or blurred

print. Psychological noise refers to forces within the communicators such as prejudice, fear or close-mindedness that distort the communication process. Semantic noise results in loss of meaning because the communicators speak different languages or the speaker uses highly technical words or jargon. One writer in the field of library automation (Sykes, 1991) reports the use of jargon in library automation training sessions is often a major complaint of library staff.

The climate in which communication occurs can undermine the effectiveness of interpersonal communication. Poor communication climates are rarely deliberate but can develop from lack of communication skill or from carelessness. Disconfirming responses or messages which express a lack of regard for the other person are the basis of a poor communication climate. Disconfirming messages include imperious, impersonal and irrelevant responses and defensive behaviours. Unethical behaviour also contributes to a negative communication climate. It is believed that "because communication has consequences there is a rightness or wrongness aspect to any communication act" (DeVito, 1986, p.11). Lying, breaking confidences, preventing others from gaining information, using threats or emotional appeals are unethical communication behaviours and contribute to poor communication climates.

A good communication climate is where people feel valued, openness and frankness are encouraged; where people are assertive rather than aggressive; and where face to face communication is used as much as possible. School library managers have a responsibility to promote and maintain a positive communication climate in order to facilitate the achievement of the library's goals.

A good communication climate is readily enhanced by the participation of staff and others in decision-making.

Participative Decision-Making

There is no simple definition for participative decision-making. The term can refer to a variety of decision-making arrangements ranging from token consultation to consensus agreements. Participative decision-making is seen as a move away from the style of decision making that occurred between subordinates and superiors in a context of power inequality, towards a style that shifts these power inequalities. Participative decision making is a managerial style concerned with both economic efficiency and human relationships. Participation in decision making requires "the mental and emotional involvement of a person in a group that encourages the individual to contribute to group goals and to share responsibility for them" (Owens, 1991, p.277). This definition will serve for the remainder of this paper.

Participative decision making is seen by most educationalists as having significant advantages. These include increased diversity of views, sharing of skills, and more complete information and knowledge leading to better decisions; improved morale and communication, less discrimination, better relationships between management and staff leading to higher employee satisfaction; and finally, increased legitimacy and increased acceptance of the solution. The general view is "people will more readily accept change if they are involved in the process" (Scott & Jaffe, 1989, p.53). Sykes (1991) contends that library automation will be more successful in an environment where a participative style of management is practised.

However there are disadvantages to participative decision making: The major disadvantage is that it requires more time and effort on everyone's part to make it work. There is also a risk of inconsistency where no one party has clear decision making authority. Too much involvement in decision making can be as detrimental as too little. Poorly managed participative

decision making may result in lots of discussion and little action, or to divisiveness and alienation of staff. Nevertheless most studies indicate that when participation in decision making is well managed, the advantages far outweigh the disadvantages. Clear guidelines as to how the process will work in any one situation are necessary. The process must include who is involved, what decisions are made and how decisions are made.

One useful model for shared decision-making developed by Hoy and Miskel (1989) is based on the concept of a 'zone of acceptance' in which some decisions made by a leader are accepted without question by subordinates. The zone of acceptance determines the appropriate extent of participant involvement. The zone of acceptance is determined by two criteria - the tests of relevance and expertise. If an issue is highly relevant to participants, and requires expert knowledge then it will fall outside the zone of acceptance and thus be subject to further stages of the decision making process.

Even when the involvement of staff is appropriate care must be taken to achieve quality and acceptable decisions. "The most important decision that a group makes is to decide how it will make decisions" (Owens, 1991, p.277). The development of an explicit, publicly known set of processes for making decisions that is acceptable to participants is suggested. A typical decision-making process would include the four decision-making stages of:

- (1) defining the problem
- (2) listing alternatives
- (3) predicting consequences and
- (4) making a selection.

As well, guidelines for the administration of meetings, agendas, and subsequent action need to be developed.

Once guidelines are developed, participative decision making in the school library can operate on three levels. The school library committee,

involving members of the wider school community, can make decisions about policy, priorities, access and budgets. At the next level, the school library management committee should include all library staff and make decisions about task allocation, procedures and library management systems. The third level of sub-committees or working parties can include only those required or interested. For example special events, displays and staff development planning may be the focus of sub-committees.

The decision-making process must strike a balance between formal guidelines on one hand and flexibility on the other. There can be little doubt that the most important factor concerning successful decision-making in the school library is how it is managed. A flexible, participative style of management on the part of the school library manager acknowledges the valuable contribution staff can make to the achievement of library goals.

Conclusion

This paper has discussed aspects of human resource management pertinent to the school library. Few would argue that school library managers influence their staff through their values, attitudes and actions. They affect job satisfaction, morale and motivation, trust and respect between staff, work priorities and goals, standards of performance, and the climate of the school library. An awareness and understanding of human resource issues such as motivational forces, interpersonal communication and participative decision-making is fundamental to the success of any school library. The school library that values its human resources to the extent that it is prepared to invest time and energy in quality human resource management will be amply rewarded.

REFERENCES

- Barnes, H. (1990). Job satisfaction and motivation: The role of job design. In M.K Rochester & F. Nicholson (Eds.), Challenges in Australian library management. Adelaide: Auslib Press.
- Dean, J. (1985). Managing the secondary school. London: Croom Hall
- DeVito, J.A. (1986). The interpersonal communication book (4th ed.). New York: Harper & Row.
- Everard, K.B., & Morris, G. (1985). Effective school management. London: Harper & Row.
- Fontana, D. (1990). Social skills at work. London: Routledge.
- Hoy, W. K., & Miskel, C.G. (1987). Educational administration: - Theory, research, and practice (3rd ed.). New York: Random House.
- Johnson, D.W. (1990). Reaching out: Interpersonal effectiveness and self-actualization (4th ed.). Englewood Cliffs, New Jersey: Prentice Hall.
- Line, M.B. (1992). How to demotivate staff. Library management, 13 (1), 4-7.
- Nicholson, F. (1990). Human resources management. In M. K. Rochester & F. Nicholson (Eds.), Challenges in Australian library management. Adelaide: Auslib Press
- Owens, R.G. (1991). Organisational behaviour: Concepts, controversies, and applications (4th ed.). Englewood Cliffs, New Jersey: Prentice Hall.
- Petri, H.L (1986). Motivation: Theory and research (2nd ed.). Belmont, California: Wadsworth.

- Scott, C.D., & Jaffe, D.T. (1989). Managing organizational change: Leading your team through transition. Los Altos, California: Crisp Publications.
- Sederberg, C.H., & Clark, S. M. (1990). Motivation and organisational incentives for high vitality teachers: A qualitative perspective. Journal of Research and Development in Education, 24(1), 6-13.
- Sykes, P. (1991) Automation and non-professional staff! The neglected majority. Library Management, 12 (3), 4-12
- Wilkinson, C., & Cave, E. (1987). Teaching and managing: Inseparable activities in schools. London: Croom Helm.

INFORMATION LITERACY

dynamics and directions

Ross J. Todd

Lecturer, School of Information Studies
University of Technology, Sydney

Celeste McNicholas

Teacher-Librarian, Marist Sisters' College, Woolwich

ABSTRACT

This paper builds on the information skills research presented at the IASL Conference in Belfast in 1992. It presents recent findings of empirical research into information skills conducted with junior high school students. The findings link to two important directions for the profession: firstly, there is an urgent need for teacher-librarians to build the professional knowledge base as it relates to information literacy, and secondly, while teacher-librarians recognise that information skills could well be the single most valuable acquisition in a child's school career, there is still considerable scope for the development of teaching - learning strategies to achieve this objective. The paper also explores some approaches to the effective teaching of information skills, particularly to defining information. Specifically it examines concept mapping as a valuable learning strategy for defining information. The workshop will focus on the classroom application of these strategies.

It is worth taking some time to reflect on the words of Neil Armstrong, the first person to set foot on the moon, July 20, 1969. No, not the memorable words "That's one small step for man, one giant leap for mankind", but rather the statement he made as he was preparing to take off from the moon to return to earth. He said "we're number One on the runway."

Given the rapid developments that are taking place, both in terms of information and information technology, and the way education systems are responding to these challenges, it could be argued that teacher librarians are number one on the runway. Our time has come, so to speak, for us to take some giant steps forward, particularly in the context of the implications of the Finn and Mayer Reports, and the focus they are placing on information literacy as a key competency for learning. However, this does not deny nor isolate other fundamental roles of teacher-librarians, including playing a key role in fostering reading and promoting literature. Peggy Heeks (1993: 7) reviewing the IASL Conference in Ireland in 1992, challenges us to develop a wholistic approach to school libraries, where management, curriculum and literature roles are integrated more effectively. She concludes: "It is from the process of attending to both the books and the

technology, to both the skills and imaginative experience that we can build a new model of school library development".

This is a noble and admirable ideal. Translating it into reality must address the context in which such a new model of school libraries will develop. In Australia, this context is clearly articulated by Simon Crean and others outside the educational arena as an information literacy context:

"I would argue that the greatest task facing Australia is recognising that the most important commodity in the 21st century will be knowledge, and the most important capability will be that of accessing, creating and using knowledge. Having and using knowledge will determine how well nations adapt, survive and prosper in a global environment characterised by accelerating change and increasing uncertainty - economically, environmentally, socially." (Simon Crean, in :21C, Autumn 1991, p. 23.)

Little is known about this context, beyond common practice and intuition. Eisenburg and Brown (1992: 103-108) assert that common practice and intuition, however, are not enough, and that there is a critical need for research related to information literacy. They argue that if teachers, administrators, and teacher-librarians are to develop effective whole school information programmes, they need research facts about the importance of information skills to overall student performance and achievement. Eisenburg and Brown have reviewed research relating to four major themes which represent widespread current beliefs about the value and practice of library and information skills. These beliefs, evident in the Australian literature, are:

- instruction in information skills is a valuable and essential part of the school's educational programme
- essential skills encompass more than location of and access to resources; information skills development should emphasise general problem-solving and research processes, and the specific skills within these general processes, such as selection, analysis, synthesis, and evaluation.
- information skills should not be taught in isolation; rather, the skills programme must be fully integrated with the school's curriculum
- the use of innovative instructional methods and technologies can enhance the teaching of information skills.

They conclude that there are only a limited number of empirical research studies relevant to these four themes, and that the existing studies provide only initial verifications of some assumptions, and that it is certainly not possible to justify widespread generalising beyond the research settings. Accordingly, they identify some major priorities for future research:

- the influence of information skills instruction on content objectives, learning outcomes and lifelong learning
- the impact of information skills instruction on the use of information

- relationship between the information skills process and other processes such as critical thinking, reading, writing and problem solving
- the impact of the integration of information skills and curriculum content on attainment of objectives in both areas.

This literature review suggests that information literacy is a fundamental concept that underpins the integration of the curriculum, management and literature access roles of school libraries. It impacts on the whole learning process, including reading, writing, critical thinking and use of information. The need to research these concerns is an important direction for the profession. We value the emerging information literacy context of education, but in order to develop a wholistic approach to school libraries, there is urgent need for teacher-librarians to build the professional knowledge as it relates to information literacy. It is believed that this is an essential building block before such wholistic integration, as idealised by Heeks, can be established. Comparatively speaking, teacher-librarians have a considerably larger body of management research and reading / literature related research which continues to be an integral part of the teacher-librarians' theoretical and practice knowledge base.

While there is an urgent need for sustained research in this field, there is also a need to review our practice. To what extent have we taken up the information skills challenge, and what does this mean for our role as teacher librarians? Given that teacher librarians in many Australian states, and overseas countries have endorsed information skills for some years now, it is reasonable to expect that some impact can be demonstrated. Earlier this year we sampled a group of 111 Year 7 students in Sydney. They were drawn from some 27 primary schools in Sydney: 16 independent schools and 11 public schools. We were interested in finding out where they were at in relation to information skills. Realise that at this stage teacher-librarians do not have available to us measuring instruments that enable us to assess a person's state of information literacy, so we devised one. The task given to students was very simple - a hypothetical information task:

"A teacher gives you homework. You are to hand in some information on RUBRIC. Write down all the steps you would take to finish your homework."

Time was allowed for students to verbally clarify the question before beginning the task. We deliberately chose a concept that students might not be familiar with, to give them the widest possible scope to respond without preconceptions of content. Responses were examined through a content analysis process, and students were scored out of six - a point for each of the six stages of the information skills process as documented in the Information Skills in Schools document. Students were awarded a point if they showed some application of each of the six stages - defining, locating, selecting, organising, presenting and assessing information. We scored them - first independently to establish some sort of inter-judge reliability. Subsequent to that, any contentious scores were jointly assessed. In setting up this approach, we made a number of assumptions: the Information Skills in Schools document has been implemented for some 4-5 years now, so we expected the students to demonstrate some understanding of the information skills process.

Overall Scores

% of students who identified at least x stages of the process

18%	identified no stages of the Information Skills process
19%	identified 1 stage of the Information Skills process
17%	identified 2 stages of the Information Skills process
25%	identified 3 stages of the Information Skills process
11%	identified 4 stages of the Information Skills process
9%	identified 5 stages of the Information Skills process
1%	identified 6 stages of the Information Skills process

Mean was 2.2 stages identified

Distribution of stages identified - % of students who identified each stage

defining	32%
locating	67%
selecting	39%
organising	23%
presenting	41%
assessing	7%

Other interesting features emerged through this content analysis:

- Defining:** the most commonly occurring feature was use of dictionaries.
- Locating:** 36% of students identified the library as a source of information; 17% identified people as part of the process, not as a source of information, but as a means of confirming aspects of presentation, such as correct spelling of words; 3% identified the teacher-librarian as a source of information.
- Selecting:** half the students who scored here mentioned writing ideas in their own words; the remaining half expressed selection as copying information or photocopying information.
- Presenting:** in most cases, this focused on colouring in photocopied pictures, decorating the page, writing neatly, width of margins and plastic sleeves.

The measuring instrument is basic, maybe even crude. It highlights the absence of standardised measuring instruments, and the need for some systematic development of these. While it is difficult to make generalisations on such data beyond the immediate school setting, the data have been immediately useful for diagnosing information skills needs and developing appropriate learning strategies for the students concerned.

The findings suggest that these students are making some progress with information skills. But there is much to be done if we are professionally committed to making a real contribution to graduating students who are information literate. We would suggest considerable professional energy needs to be spent in translating the stages of the information skills process into practical, teachable strategies in all curriculum areas and at all levels.

A central issue emerging out of this research project is the importance of the defining stage of the information process. Our involvement in information literacy

research over several years leads us to the belief that it is one of the most critical stages in the information process. Every other stage is dependent on effective and accurate definition. Defining encompasses two major aspects - the ability to construct and monitor understanding, and the ability to ask appropriate questions to develop the questioning base.

Developing the questioning base

Part of our research in 1993 has also been carefully documenting the teaching - learning processes of an integrated Year 7 science - information skills programme on a day-by-day basis. Observations suggest that a significant number of students have poorly developed or non-existent questioning skills and seem to demonstrate little or no ability to verbalise contradictions in perceptions of the process or content of either the task and its instructions. The findings of a study of Grade 6 students in New Zealand undertaken by Moore and St. George (1991) tend to support this. The study described the information retrieval process used by these students and explored the cognitive difficulties encountered. Some of the questions addressed in this research were: What sorts of questions do children formulate given a broad teacher-selected research topic? How are those questions used to access relevant information? The study found that the students' limited knowledge base resulted in the formulation of general and frequently vague questions. 52% of the questions set by the students were not answered, and often the students substituted questions that matched the information found, rather than meeting the information needs identified by their questions. The study also found that although many students knew something of the steps involved in the information retrieval process, they were not very aware of alternative strategies or what to do when preferred strategies failed. When asked how they would continue their search, 69% reported that they would use the same methods. Both studies suggest that problems with the process of defining information needs impact on other stages of the information process. Time and effort spent creating an environment that is conducive to questioning will provide benefits as students apply all stages of the information process. According to Patrick (1987: 19) there is a close relationship between critical thinking and making sense of information: "Critical thinkers have a propensity to raise and explore questions about beliefs, claims, evidence, definitions, conclusions and actions." Learning to ask questions which target their information gap, provides a mental framework for students to clarify, sort, argue, analyse, synthesise and interpret information. Questioning skills are fundamental to the cognitive operations that enable them to confidently add new information to their own store of knowledge in meaningful ways.

Constructing meaning

Along with questioning skills, strategies which enable students to identify and monitor their current understanding and build on this understanding are also critical to the information process and are part of the defining stage. Strategies include explosion charting and brainstorming, and its more complex partner, concept mapping. Brainstorming can be productive as a means of raising a learner's self-concept. Allowing learners to express the knowledge they already hold on a given topic can often improve their attitude toward the accumulation of new information on the same topic. This process of identifying what they already know and comparing it to what they need to know in order to explore their information gap frequently proves to them that they know more than they thought

they did. This works to reduce their resistance to what was perceived to be a large information gap.

Exploding ideas can place a teacher equal footing with the learners, each member of the group free to contribute from their store of knowledge and freely benefiting from the group's collective knowledge. This group dynamic allows the teacher to function as an equal member while still able to shape and direct their information inquiry towards the desired outcome. These strategies are not new and appear to have been used in many classrooms. A somewhat underutilised and more complex extension of these strategies is concept mapping.

Concept mapping

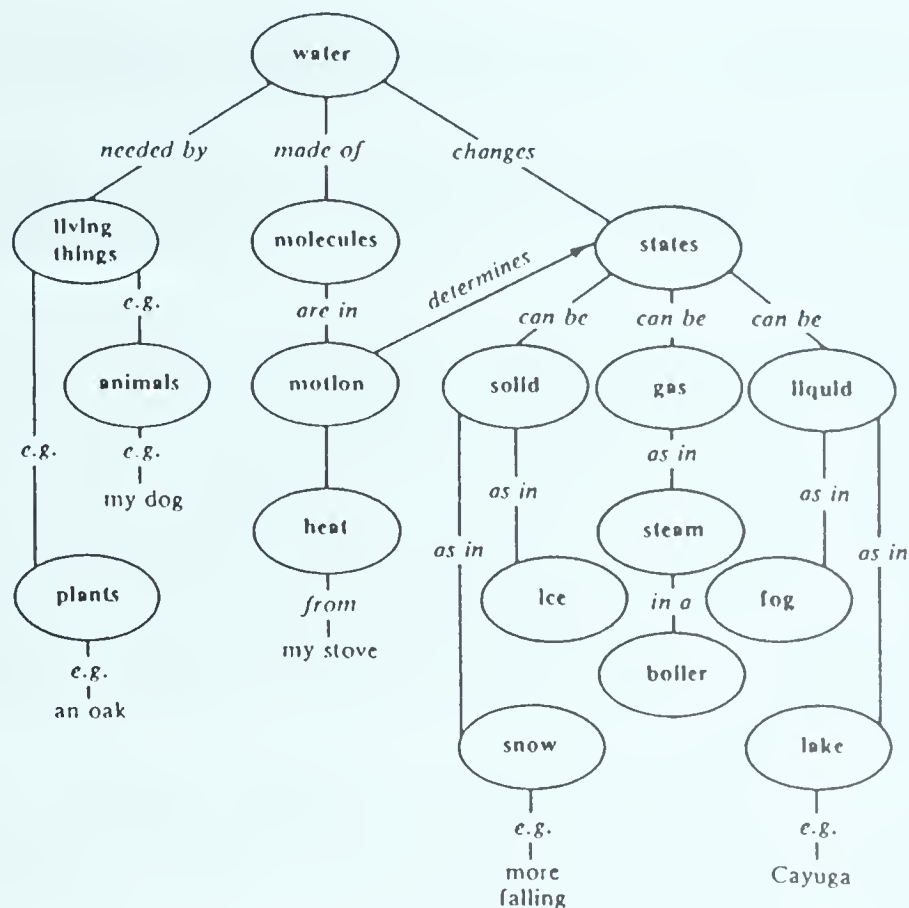
Concept mapping is well documented in the international literature as an approach for facilitating meaningful learning of concepts. Teachers would not dispute that the learning of concepts is central to all curriculum units of work. To understand the meaning of key concepts and their interrelationships in any topic, and to be able to link these new concepts to relevant theoretical knowledge already possessed are considered fundamental for students to progress.

This notion of learning has its foundation in the learning theory of Ausubel. Ausubel maintains that a key factor for potential success in meaningful learning, and the contrast between meaningful and rote learning, is when people constructively link new knowledge to a framework of relevant concepts and propositions they already possess. Two important assumptions are being made here. Firstly, meaningful learning is an active, constructive and cumulative process of grasping new knowledge and adding it to an existing knowledge base. Secondly, concepts and propositions are central elements in our knowledge base and in the construction of meaning and understanding and thus play a central role in the learning process. It is these concepts and propositions that form the basis of appropriate questioning, and are the focus of thinking operations such as arguing, proving, clarifying, analysing, comparing, contrasting, modifying, extending and so on.

Definition of concept mapping

Novak and Gowin (1984) present concept mapping as a technique of representing the meaningful relationships between concepts in the form of propositions, that is, two or more concept labels linked by clarifying words. Similarly, Mayer (1989) defines concept maps as diagrams that help learners build mental models of, and highlight major concepts in a system as well as the causal relationships between each. Trochim (1989) views concept maps as a representation of ideas in the form of a picture with interrelations between ideas clearly articulated. Concept maps clearly show interrelationships and are concisely and precisely labelled. They tend to have some internal hierarchical structure, with the more general, more inclusive concepts at the top of the map and with progressively more concrete, less inclusive concepts arranged below them.

An example of a concept map is provided below. (Novak & Gowin, 1984: 18)



Benefits of concept mapping

The research and reflective literature on concept mapping identifies the following benefits:

- **meaningful learning.** Novak, Gowin & Johansen (1983), Lehman, Carter & Kahle (1985) and Okebokola & Jegede (1988) have identified a range of learning outcomes for students using concept mapping. These include increased meaning, precision of meaning, improved ability to identify new relationships among ideas, improved clarity of reasoning, focus on key ideas with greater clarity, makes it easier to grasp new or difficult concepts, and helps to foster creativity.
- **making sense of what is read.** Downing & Morris (1984) argue that concept mapping helps students by providing them with a logical process of thinking through, reflecting, reasoning, and judging the content of readings. They claim it helps them extract, organise, clarify and interrelate the concepts, and enables them to more positively approach difficult reading.
- **develops reflective thinking.** Noval, Gowin & Johansen (1983) assert that concept mapping helps learners separate trivial from significant information, and encourages them to think in multiple directions, enhancing their powers of critical thinking.
- **encourages the exchange of ideas.** Novak (1984) claims that because concept maps are an explicit visual representation of the concepts a person holds, they can facilitate exchange of viewpoints, generate discussion where meanings can be negotiated and applied, help identify

missing links, misconceptions and false relationships. Concept mapping is a useful mechanism for encouraging appropriate questioning.

- **transfer of knowledge.** Mayer (1989) found that concept mapping helps learners to creatively transfer information to solve problems, to organise information coherently, and to provide a concise, schematic summary of learning.
- **develops skills of self-directed, autonomous learning.** Stice & Alvarez (1978) and Samuelowicz (n.d.) indicate that concept mapping gave students a sense of confidence in manipulating and managing information, and thereby a sense of control in managing the information process; generated increased concentration and focus on the task; improved motivation for self directed learning; improved recall; provided direction for working independently; generated summaries for revision and review; enabled easy presentation of information; and provided a structured method of integrating information from many sources in the preparation of assessment tasks.

An analysis of these benefits suggests that concept mapping is a useful learning strategy for mapping understanding of a content area, and that facilitates all stages of the information process: identifying what is known, selecting, organising, presenting and evaluating information.

Generating concept maps: some practical suggestions

Presented here are some broad guidelines to help students master and work with concept mapping. It is important to realise that mastery takes some time, but in practice we've found that students generally learn the technique quickly. It is important also to realise that learners have different learning styles, and that concept mapping is just one approach to helping students meaningfully understand the information that confronts them. Just as some teachers do not respond to our incantations about CPPT, likewise some students may not find concept mapping an appropriate learning strategy for them, and a variety of approaches is essential. Teaching the technique might be built around these ideas, tailored to your specific learning contexts:

- Encourage students to read carefully the required information. On first reading, don't have them attempt to write a summary or use highlighter pens to mark ideas. After the first reading, have students reflect on the central ideas or focus concepts. Have them jot these down and clarify through classroom discussion. Through discussion, encourage students to rank the concepts from the most abstract and inclusive to the most concrete and specific.
- Have students reread the information, this time concentrating on extending their understanding of the central concepts by identifying important subordinate concepts, words, phrases, and statements of relationships. Have students list these around the central concepts clarified earlier, so as to facilitate clustering and hierarchical arrangement of ideas. In doing so, students are learning to make judgements about the association or relationship of ideas.

- Have students arrange concept clusters as a two dimensional array, incorporating the hierarchy previously established.
- Working with one pair of concepts at a time, have students link related concepts with lines and directional arrows, labelling each line clearly with brief explanatory notes.

Keep instructions as simple and as clear as possible, and appropriate to the stage of learning of students. Follow up the mapping exercises with a range of consolidation activities. For example, in small groups, encourage students to share and discuss their concepts maps, and in particular, have them explain the concepts and their interrelationships shown on their maps. What students are doing here is transforming a visual summary into a verbal summary. This will help build students' confidence in talking about what they have learnt. Students will quickly recognise that there can be a wide variety of maps representing the same information and that there are no right and wrong maps. By sharing maps, students can identify strengths and weaknesses of their own maps, and further help them ask questions about the status of the ideas they show in their maps. It is worthwhile to encourage students to make changes to their maps as new meanings emerge and their understanding of the concepts grows.

A useful checklist to help students reflect on their own progress of learning through using this technique might include these questions about their concept maps:

- Is my concept map **complete**? Does it contain all the essential ideas and relationships according to the task set?
- Is my concept map **concise**? Does it present a level of familiarity and detail appropriate for the learning task, but does not overwhelm the learner with detail?
- Is my concept map **coherent**? Does it make sense based on sound arguments?
- Is my concept map **labelled**? Does it show an understanding of how key ideas are linked together?
- Does my concept map **differentiate** important from trivial information?
- Does my concept map show the **integration** of all the ideas?

Applications

Concept mapping is a useful tool for monitoring student understanding of a content area. It can be used as a diagnostic tool to establish what a student knows and understands at the beginning of a unit so that gaps and misconceptions are identified and appropriate tasks can be developed. It functions equally well as an assessment tool in its own right. Moore and St George (1991: 162) lament that students "are often assumed to have many of the skills needed for the completion of independent research projects. ... Many teachers seem unaware of the complexity of the task they are setting and themselves lack the necessary information skills." This will facilitate in the development of appropriate

questioning strategies that will enable students to identify what they need to know, and how they might go about meeting those information needs.

Concept mapping can be used as the standard approach to notetaking. In this regard, it is a useful way to discourage students from copying large chunks of information without having necessarily understood it. The comparison of concept maps of a topic area taken at the beginning of a unit and at the end clearly indicates to a learner how much has been learned.

Information skills have broad application and are constant in the face of changing curriculum content specifications. What the information profession brings to information literacy is a strong background of information management, and a framework to assist in identifying information needs in teacher, learner and task. These three components bring to each situation an unending number of variables, and in information literacy, these dynamics demand an individualised response. Ideas and strategies may be shared or compared, but either should be sculpted to be a direct response to a specific set of dynamics.

BIBLIOGRAPHY

Ault, C. R. (1985) Concept mapping as a study strategy in earth science. Journal of College Science Teaching. 15(1): 38-44.

Ausubel, D. P. (1963) The psychology of meaningful verbal learning. New York: Grune & Stratton.

Downing, J. & Morris, B. (1984) An Australian program for improving high school reading in content areas. Journal of Reading. 28(3): 237-243.

Eisenberg, M. & Brown, M. (1992) Current themes regarding library and information skills instruction: research supporting and research lacking. School Library Media Quarterly. 20(2): 103-109.

Heeks, P. (1993) Getting it together. School Librarian. 41(1): 4-7

Lehman, J. D., Carter, C. & Kahle, J. B. (1985) Concept mapping, Vee mapping, and achievement: results of a field study with black high school students. Journal of Research in Science Teaching. 22(7): 663-673.

Moore, P. & George, A. (1991) Children as information seekers: the cognitive demands of books and library systems. School Library Media Quarterly. 19(3), 161-168.

Mayer, R. E. (1989) Models for understanding. Review of Educational Research. 59(1): 43 - 64.

Novak, J. D., & Gowin, D. B. (1984) Learning how to learn. Cambridge: Cambridge University Press.

Novak, J. D., Gowin, D. B., & Johansen, G. T. (1983) The use of concept mapping and knowledge Vee mapping with junior high school science students. Science Education. 67(5): 625-645.

Okebukola, P. A. & Jegede, O. J. (1988) Cognitive preference and learning mode as determinants of meaningful learning through concept mapping. Science Education. 72(4): 489-500.

Patrick, J. (1978) Critical thinking in the social studies. Emergency Librarian. 14(3), 19-20.

Samuelowicz, K. (n.d.) Improving student learning and revision strategies through the use of concept maps. Unpublished paper. [Brisbane]: Tertiary Education Institute, University of Queensland.

Stice, C. F. & Alvarez, M. C. (1987) Hierarchical concept mapping in the early grades. Childhood Education. 86-96.

Trochim, W. M. K. (1989) An introduction to concept mapping for planning and evaluation. Evaluation and Program Planning. 12: 1-16.

Towards Achieving a Critical Thinking Society in Malaysia: A Challenge to School Libraries and Educational Systems.

by

Dr. Raja Abdullah Yaacob and Norma Abu Seman

Abstract

Research shows that there is a significant relationship between one's ability to find, utilize and interpret information and his/her ability to think critically. Numerous theoretical frameworks in education and other socio-psychological models attempt to guide and prove the methodologies and the background, leading to the creation of critical thinking, while literature indicates the strategy and training that can lead to critical thinking. However, very little has been written on the ability of an individuals to become more critical through the utilization of the right information of a wide range in nature. Given a situation where an individual begins to inculcate the habit of being more critical, this condition has to be maintained, otherwise, there is every possibility that he/she will relapse to the previous condition. It is within the context of this problem statement that critical thinking has to be nurtured and continued and one of the ways is through the concerted effort of various groups, both teachers and librarians to help the individuals through a systematic information skill programme. Evidence shows that in order to be able to be self-reliance, think critically, and more importantly progress, continuous reading and researching is required in all fields. This paper attempts to describe elements that can contribute to the inculcation of critical thinking as well as research on the characteristics of a critical thinker. At the same time, with the inception of the *Vision 2020*, that is the government's goal toward a developed nation status, it is imperative that the nation would require this kind of individual in society so that that the success of the programme would be enhanced and guaranteed not only within the context of R & D but also in the other socioeconomic implementations.

With the aforementioned statement, it is clear the importance of achieving a society who is more critical in their thinking is thought to be very urgent. The next step that has to be considered is the various roles that need to be taken. Further this paper would also attempt to report on the state-of the art on system and also proceed to the various strategies that are being undertaken. This would include some discussions among others, on the role of the government, school libraries, educational system, parents, teachers training centres and also training centres for school libraries.

Keywords: *Critical Thinking, School Libraries, Educational System, Systematic information skill, Continuous reading, User education , Malaysia.*

*The central issue in improving the quality instruction is
not a question of promoting thinking or information, but
of school managers striking a balance between the two
for the benefit of students*
(Jack Zevin)

Introduction

One of the great challenges facing Malaysia amidst its dynamic economic development is the achievement of a critical thinking society. A critical thinking is defined by Mathew Lipman as a skilful, responsible thinking that facilitates good judgement because it relies upon criteria; is self-correcting, and is sensitive to context."¹ It helps promote quality growth individuals through a number of methods, theories, ideas, programmes and techniques. Marcia Heiman and Joshua Slomianko, on the other hand defined critical thinking as, "raising questions; breaking up a complex idea into smaller components; drawing upon prior knowledge; and translating complicated ideas into examples."² To achieve this goal, a number of factors are involved. This would include some discussions among others, on the role of the government, educational system, parents, teachers training centres and also school libraries. But one factor that is vital is the concerted effort that has to be initiated to systematically increase the society's information skill.

Although it is noted that critical thinking could be attained by common approaches, such as the discovery approach, lateral thinking, problem-solving, cooperative learning and reinforced by the practical experience, it is believed that librarians, viz the school libraries could also complement these methodologies, given adequate services and activities. To this effect, while this paper attempts to describe elements that can contribute to the inculcation of critical thinking, effort would also be made to identify the characteristics of a critical thinker. At the same time, with the inception of the Vision 2020, it is imperative that the nation would require this kind of individuals in its society. The kind of society envisaged would not only help enhance and guarantee the success of R & D programmes but also other socioeconomic implementations. It is not the intention of this paper to delve deeply into the critical thinking factors and mechanics because much of it has been written by the educationists. However, if we information professionals believe on the contention that we

¹Mathew Lipman. Institute for Critical Thinking, Montclair State College: N.J., 19..

²Marcia Heiman and Joshua Slomianko, "*Critical Thinking Skills*." *National Education Association*, 1985.

are part and parcel of the educational process, taking advantage of the expertise training attained, the guiding rule behind our objectives should be to play the part that could help mould individuals into a critical thinking persons. There are also distinct benefits to be gained for taking advantage of this seeming benevolence of the developed nations.

Problem Statement

One of the abilities that the graduates of an educational system must acquire is the ability to be critical in their thinking and in problem-solving, essential for their survival in the modern society. This ability is important, not only during the educational process but also during their career. Many observations made by employers and concerned individuals have shown that the present graduates generally lack critical thinking ability. Although the educational objectives has stipulated the need for critical ability, not much has been done to make it a reality. Also, findings from various studies indicated a significant relationship between one's ability to find, utilize and interpret information and his/her ability to think critically. Numerous theoretical frameworks in education and other socio-psychological models, attempt to guide and show the ways and the background leading to the creation of critical thinking while literature indicate the strategy and training that can lead to critical thinking. However, very little has been written on the ability of an individual to become more critical through the utilization of the right information of a wide range in nature. Given a situation where an individual began to inculcate the habit of being more critical, this condition has to be maintained, otherwise there is every possibility that he/she will relapse to the original condition. Another problem that may be worth mentioning is that, to many Malaysians, the notion of a critical thinking concept, strategies and techniques do not arise because this concept itself was not well known. It is known among the top leaders, successful educators, professionals, entrepreneurs and administrators and of late attempts are being made to exploit fullest through the scope of our educational system.

Rationale

Studies indicate that critical thinking could be acquired by most individuals, given the encouragement from parents, friends, schools and other relevant systems. Within the context of a knowledge spectrum, it has been recognized that in order for a person to be wise and apply knowledge, they need information and that information needs to be imparted from the source to the recipient. This implies that although information may exist in abundance, an individual has to use it in order to take advantage of its value on one hand and to be 'wise' in selecting the right information on the other hand. Moreover,

information of all kinds is the source that are needed to perpetuate new knowledge and ideas.

The present information era has its characteristic of information as the heart of all activities, an era which requires critical minds to deal with problem-solving scenarios, of which information is vital. A high academic qualification is not a guarantee for critical thinking. That is why even in a situation where the number of qualified people in Malaysia is substantial, the number of potential leaders is still not in proportion.

Finally, of late the concept of critical thinking becomes the topic of great interest to both academicians, professionals and the country's leadership. To this effect, in November, there is a scheduled international education conference and the theme is critical thinking. In fact, a day seminar on the same subject was held on the 9th June 1993 given by a prominent educationist, Dr. Jack Zemin. In short, the concept of critical thinking society suddenly becomes the topical theme, unlike a short time ago.

State of the Arts: Present Society

Vision 2020 has made the present society realize the importance of a more critical society in order to survive the new challenges and problems of the future. However, research shows that many graduates, leaving institutions of higher learning do not meet the expectation of both the public and private sectors in terms of their commitment, thinking, creativity and leadership. If the situation is true of graduates from higher institutions, would it not be too much to be expected from the high school leavers? This notion is also based on a critical evaluation of the speeches made by the government leaders and those closely involved in education. For example, in one of the speeches, it was said that the present system of education emphasises on students memorization and examination and if this is allowed to continue it will only result in the acquiring of knowledge but not using that knowledge effectively. Early realization of this problem has resulted in numerous seminars and conferences all of which led to positive resolutions towards improving the situation so that students could think more critically and creatively, able to make decisions, solve problems, interpret, analyse and develop new information and research.

Malaysia may genuinely take pride of her stable economic growth that result in a better quality of life. But highly apparent as the result of modernization is the rise of an unhealthy culture among the younger generation, that is the tendency to 'waste their time'. While there is evidence of an extraordinary increase of youngsters wasting their time away at

supermarket, parks, and other public places there is a clear absence of these youth visiting the libraries. This problem has in fact reached public attention and parental outcry to merit it to be a national issue. Whether or not it is the outcome of modernization or a decline in moral and cultural values among the youth, it is up to the sociologists to research on this problem. In the meantime, this problem calls for a serious effort to help shape a more healthy society -- a society that could think critically and this should begin with the youth because they are indeed the leaders of tomorrow.

Vision 2020

Malaysia may be considered as a third world but it is not by any way the intention of this nation to let this situation to remain the statue-quo. Every conceivable effort has been made to improve the economic standing. It is fitting that the positive economic and industrial development and success has given the confidence for this country to have the visionary goal to achieve a developed nation status by the year 2020. It is also within this context that a critical thinking society is highly aspired to help with the development of all sectors of the socioeconomy, industry and trade. What type of society is envisaged in the year 2020? A society that is more oriented towards scientific, progressive, developed and knowledgeable one. Because without adequate knowledge, it may not be possible for the society to reach this goal in order to successfully achieve the status of an industrialised nation. According to the Prime Minister, *Datuk Seri Dr. Mahathir Mohammad*, in becoming a fully developed country, he envisaged that Malaysia should be "a scientific and progressive society , a society that is innovative and forward-looking, one that is not only a consumer of technology but also a contributor to the scientific and technological civilisation of the future." The people must also strive to achieve a critical thinking imbued with the highest of ethical standards so that we could not only move into a highly technology-based nation but also a caring society. It is indeed through education which is related directly to human resources that we could meet these aspirations. Therefore, when we decide to invest on human capital it is of economic necessity that we invest well to ensure rapid and sustain development.

Educational Theory

Essentially, the basic theoretical frameworks behind the acquisition of the much needed skill has something to do with the educational concept and system. In Malaysia, the educational system is seemingly moving towards a hospitable and innovative changes. For example, it is agreed that in the old days the educational system and the learning process places emphasis on dates of battles, animal classification, instead of 'a sense of history' or

animal life and behaviour. Even the teaching technique has changed with the increasing use of modern instructional devices in some fortunate schools. What has not changed though is the information seeking skill, that is students' ability to work efficiently and to organize their work. In other words, students are not well trained in the technique of information skill. Systematic information skill programmes enabled individual to acquire skills essential or necessary in order to cope with the information age that we are facing now. The concept of lifelong education derived from reading enables individuals to use their intellect to the full extent. Calls for the need to revolutionize thinking and the transformation of culture is relevant to the future perspective which is linked to the concept of development. There is indeed a relationship between creativity and open-mindedness and the ability to be critical.

Educational System in Malaysia

The British colonial era left numerous residual issues which were only realized more than 20 years later. The environment at that time brought along an inevitable situation in which the country was left with limited choice but to accept the British systems and practices. What was inherent was the mere 'idolization' of all that were British, even the educational system. It is not the intention of the writers to evaluate the educational system of the British but it is important to realize that at the infancy stages of independence, there should be a system that suit the level of the development, culture and environment of the country. The system that was relevant to the British at that time may not be relevant to Malaysia. Conditions vary because they reflect different historical and cultural heritages. A system that assesses students entirely on the final examination may not be an excellent measure for leadership qualities after all. That was the system that were being practiced all along until very lately when the curriculum on the schools and colleges began to be restructured along the local need and environmental changes. However, the objectives though excellent, has not been given adequate attention and at times neglected completely. Students are exposed to facts on various subjects but they are not taught to think over the contents that is learnt. They are not given the chance to search and use information themselves, which ultimately led them to be too reliance on the teachers and discouraged them from giving their own opinion.

Curriculum Approach

The *New Primary School Curriculum* better known as KBSR was introduced in 1983 with the aim of developing intellectual, affective, aesthetic, psychomotor, social, moral and spiritual aspects of human personality. The integrated *Secondary School Curriculum*

(KBSM) on the other hand, continues the same ideal with the objective of achieving a general education and the teaching and learning strategies, focussing on specific knowledge, creativity, manipulative manual skills, business skills, social sciences, computer education, and moral and religious values. According to Rita Vias, these approaches are viewed as child-centred, activity-centred, and resource-based methods of teaching and learning.³ Even the 1988 *National Education Policy* clearly highlighted the educational objective of developing the potential of individuals and that, information media are emphasised not only to supplement teaching but as partners to classroom teacher, with the objective of developing newly defined knowledge -skills and also inculcating life-long learning attitude.

The Reformation of National Education further led to the new *National Education Act*, replacing the *National Education Act 1961*. The new Act is based on the foundation of the balanced and harmony in the development of potential mankind. Students are exposed to the importance of knowledge, skill and moral values.

The two educational approaches may now have to be viewed in light of the vision 2020. The educational system would have bearings on what we are going to be in the future and this necessitates the setting up of new targets and standards of excellence, not only in science and technology but also strategies towards achieving a critical thinking society.

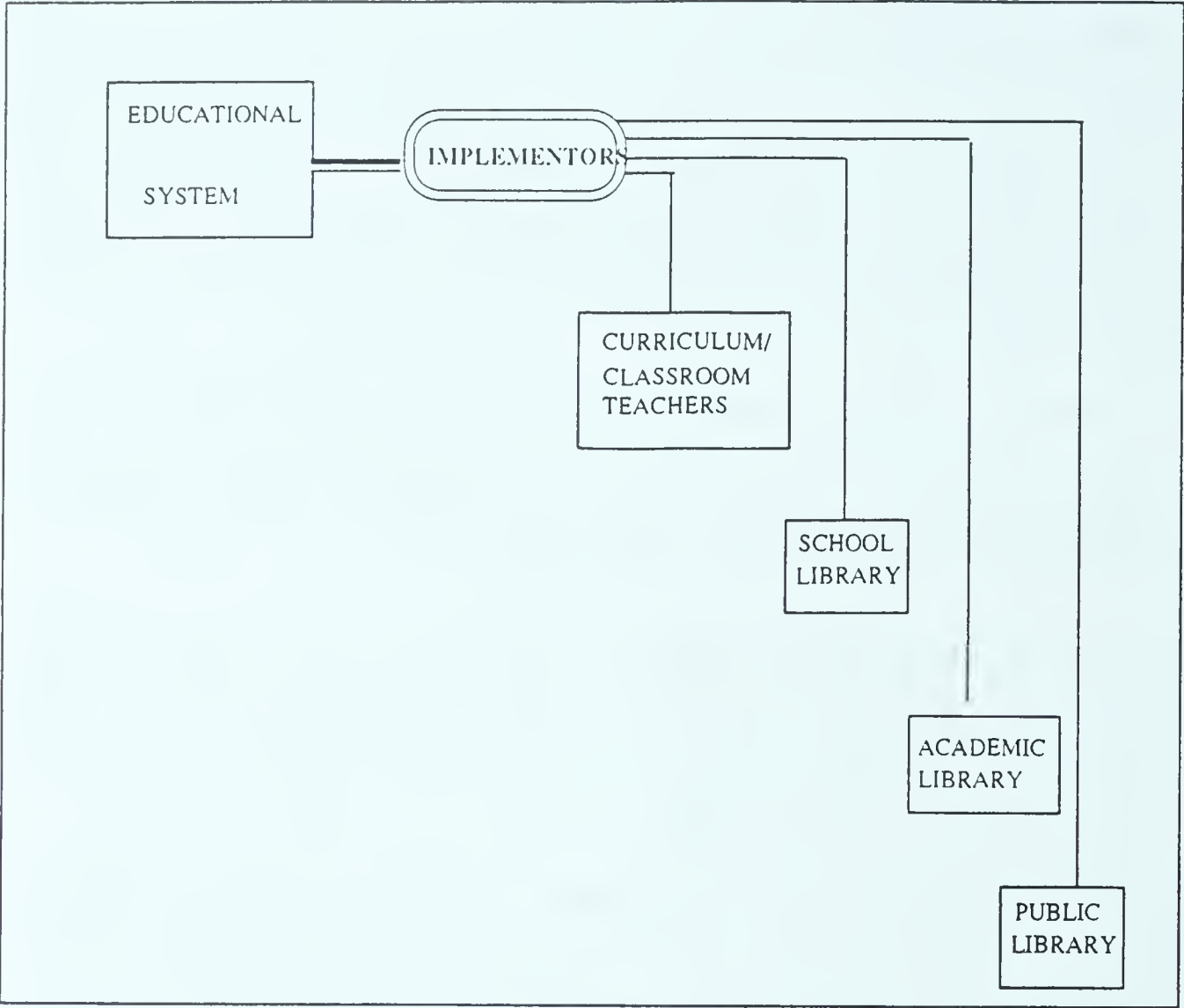
Teacher, Talk and Chalk Syndrome is not new and it is still being practised. The impact is on the students who could pass examination but may not be able to fully utilize the knowledge or develop leadership qualities. It is realized that the educational system should be formulated so that it would give a positive effect on the society.

Three main aspects that contribute to the quality of the education system, are efficiency, that is necessary to sustain the impetus for growth in line with the country's changing needs; relevancy, that to ensure the curricula is suited to social and economic needs of the present and future; and the pursuit of excellence, that is the enhancement of human skills and knowledge.

³Rita Vias "Educational Needs of School Resource Centre Personnel." in Paper presented to the Seminar on Library and Information Science education in Malaysia: Needs and Expectations, International Islamic University, Petaling Jaya, Selangor, Malaysia., 1992: 2-3.

FIGURE 1

CONTRIBUTORS FOR THE ACHIEVEMENT OF CRITICAL THINKING SOCIETY



In short , it would be most appropriate to quote the guiding principle of the government's philosophy on quality education as stated in the National Philosophy of Education:

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable, who possess high moral standards, and who are responsible and capable of achieving a high level

personal well-being as well as being able to contribute to the betterment of the society and nation at large."

The educational system in Malaysia is therefore, at a turning point where to do nothing would be to choose to be stagnant. The tremendous technological development has taken place in a short space of time, leading to somewhat to 'an imbalance in' the organizations and structures of staff, services, and physical.

Changes amidst the vision 2020 has been obvious in which the government shows great interest in its policy to 'grab' every opportunities for better educational returns, no matter how and where it can be achieved. Thus, the diversification of higher education where the scholars could now be sent to countries, other than Great Britain, Australia, and New Zealand like the old days, such as America, Europe, Japan and Korea have been added to the list. Also, the growth of private colleges has been tremendous. The twinning programmes with higher institutions in the West promise to provide quality education. The growing need of information professionals (IP) to support these colleges is a testimony of high expectation for the graduates. It is important then for the IP to work with the vision of creating a critical thinking society. Active learning is built upon the assumption that critical thinking is, perhaps even more important than subject content. Students who think critically about broad general principles are expected to be able to apply those principles to new and different problems.

Whose Role

To achieve a critical thinking society basically depends on the society itself which is made up of various quarters. However, it is believed that the main underlying factor goes to the educational system and the library system, beginning at the school level. The components that are considered to have effect on the achievement of critical thinking have been identified as seen in figure 1 and table , respectively.

1. Government/Educational System

As stated by the new education policies the government is the vehicle, instrumental to new changes. With the inceptions of the numerous resolutions, it is clear of the government support towards the new direction of inculcating a thinking society, giving impetus by various parties to implement this goal. Calls by various authorities, including at the ministerial level for a concerted effort towards achieving this goal has given nothing more than moral and material incentives.

TABLE 1
ROLES OF VARIOUS COMPONENTS IN ACHIEVING THE CRITICAL
THINKING SOCIETY

COMPONENTS	ROLES
EDUCATIONAL SYSTEMS	Identify, study and establish policy on how to achieve critical thinking person as part and parcel of the overall educational objectives
CURRICULUM	incorporate critical thinking approaches into the existing curriculum, using skill approach or direct method, infusion model. Train the teachers and experts in critical thinking to perpetuate the skills all across the curriculum
HEADMASTERS/ADMINISTRATORS	Aware and conscious of the importance of critical thinking programme monitors, coordinates, evaluate for its successful implementation.
a. School Library & Resource Centre	Establish strategies and increase support for every effort to achieve critical thinking through:
b. College Library	i. information resources) implement
c. University Library	ii. services and activities) information skill strategies
PARENTS	Encourage, nurture, be exemplary, set role models, show concern and enthusiasm and motivate the children.
TEACHERS	Teach, inculcate, promote, motivate, emphasise, assimilate concept in teaching and learning activities. Encourage activities, such as debates, lectures, talks, and project presentations.

2. School Libraries and Resource Centre

There has been an evolutionary changes in the educational philosophy and teaching/learning methods in the school curriculum. These changes is also reflected by the role of school libraries which have prompted various labels: media centre, learning resource centre, or school resource centre replacing the conventional title of school library. Moreover, with the multidimensional expansion of information media that are being integrated as learning materials it has called for a transformation of the role of the school library and viz the school librarians. Even within the Malaysian context, the term resource centre is nothing new because the media resources were added to the schools way back in 1970s. However, the development is slow and varies and from school to school and essentially an urban

school phenomenon. School librarians are now expected to be proactive agent of change in the learning process, amidst the change in the role of the school library. Moreover, not all schools treated the new media as an integrated part of the library but as an additional facility.

School librarian and media centre should try to develop among students the following skills:

- i. Literary skill - develop various reading and writing skill as well critical thinking so that the child would be able to interact with his readings and writings.
- ii. Inquiry and research skills - able to do research in library and look for all types of information resources.
- iii Information presentation skills.

A number of research that have been done, including at the Ph.D level indicated a positive relationship between academic achievements, language, reading, and library skill and quality school library media service. A good library media service, with professional staff could enhance the quality of education. The school library system should be client-centred, allowing students to support the cultivation of information literacy.

3. Teachers and Schools

No matter how advanced is the IT, the teachers remain the main vital resource in the educational system. According to Omar," Students need warmth, encouragement and understanding which no curriculum package can provide."⁴ This has implications on the manner of training given at the teachers' training centres whereby prospective teachers would have been emphasised on the importance of nurturing and the counselling services in addition to the cognitive input. Teachers should try to increase the students' intellectual capability by teaching students how to learn and training them to analyze, evaluate and think for themselves. Teachers should also use interpersonal relationships with the learners and move according to an individual pace. As said by Huston, "in a participant-centred classroom, student learners must feel encouraged to operate from their own domain of experience, rather than moving immediately into that of the educators' experience."⁵ Further, the role that can be played at the school level would include:

⁴Omar Mohd. Hashim, "Towards Excellence in the 21st Century." in Free Teachers' Union (IFFTU) Regional Conference for Asia an the Pacific Region, Kuala Lumpur, 5 - 7 November 1990.

⁵M. M. Houston, "Rethinking Our Approach for Research Instruction," *Research Strategies*, 1(4), 1983:185:187.

- i. helping students to understand and be aware of the importance of information in life.
- ii. making students realize that knowledge and skills acquired while at school is insufficient for later years. They need to continuously acquire and utilize knowledge and skills.
- iii. teaching students how to manage a large number of information through information skill programmes.
- iv. apply information skills in the learning process and later on in place of work and in the daily life.

4. Public Libraries

A cross-section of the public *at all levels* use the public library for leisure and educational purposes. The public library could play a significant role in shaping the thinking and attitudes of the public and be the agent of change in the following ways:

- i. provides informational materials and resources on different subjects that would nurture critical thinking process;
- ii. highlights and promotes informational materials as a source of facts, ideas, experience, which could be useful in solving problems, create new ideas, designs and products.
- iii. attracts children, youth and adults to utilize their leisure time critically in libraries for pleasure and knowledge
- iv. makes the society aware of the role of public library as the centre for education, social and cultural activities.
- v. intensifies more effort towards drawing more memberships from the society so that they could take advantage of the information to nourish them intellectually and spiritually, with the goal of achieving a more critical capacity and power to excel.

5. Parents

One of the greatest influential factor in cognitive and affective development of a child is the parents although at one stage they are taken over by the school system as soon as the child enters the school. Parents should read widely and be knowledgeable in the upbringing of their children. Children need to be exposed at an early age to reading materials, rhymes, riddles and education games. Parents, particularly in Malaysia within the present context, could contribute to the development of critical thinking by:

- i. encouraging the child to question at an early age to discuss matters with them. The child has to be taught to ask 'why' besides what it is.
- ii. exposing and involving them to the concept of problem-solving at an early age, such as, how to deal with situation if the washing machine is not working.
- iii. introducing positive attitudes in them.

- iv. explaining to them to discover on their own through reading. Always reason things out with them and viz versa so as to improve their reasoning abilities and in problem-solving.
- v. teaching the child, not only to defend a position (themselves) and to analyze (itemize) but also to apply the skill of doing things (the design and creative elements).

6. School of Library and Information Science

To support the large-scale changes necessary to promote libraries and literacy, the curricula of library school should be revised. In order to realize the objectives of emerging need for critical thinking, adequately trained library personnel is indeed needed. Further, the school's added responsibility is also geared at a continuous commitment toward the training and upgrading of various skills. This is due to the fact that the adequate and a well trained work-force could determine the effectiveness of the resource centres. Critical issues that are emerging within the education profession will affect the development of library education and training programmes needed to meet the need.

Another pertinent factor worth mentioning is the teaching of bibliographic instruction in the library schools. The library user education programmes are usually taken seriously by the college and university authorities upon receiving new students. It is also high in the list of priorities in academic library. The programmes of the school of library and information studies should equip the prospective librarians more on how to teach and also the prospective librarians are to be reminded of their teaching role and the importance of user-education. It is appropriate therefore, in time of increased media of information and increased information demand by a more sophisticated users, for library schools to expose students to the theoretical framework in learning such as, learning theories, psychological and sociological behaviour theories and be encouraged to continue their education in this area. It is recognized that knowing how knowledge/information is created, processed, stored and retrieved alone is not enough and more emphasis should be given on how to strengthen their ability to teach people to use this knowledge and successfully navigating the ever changing information media..

How to Achieve: Methodologies

Technique of Intellectual Work

Teaching the technique of how to study and how to work is not new since the thought has been forwarded even in 1898 by a great philosopher and professor, T. G. Masaryk in his lectures entitled 'How to work.' What 'tools' could be used "to augment his mind, amplify

his mental power and help him in many aspects of his intellectual activity.”⁶ In other words critical thinking can indeed be generated through intellectual activities.

Educational Years in Schools

The school should not be perceived as entirely an information seeking places. It should be instrumental to the inculcation of promoting reasoning and problems-solving skill. The two elements should be the , "major objectives, presenting information and developing thinking skills,' and are represented in the management of school classrooms, curriculum, and testing programmes.⁷ In other words, the contents, goals and objectives of the schools and the time spent should not only lead to the quality education but also the learning outcomes that would ensure critical thinking. Therefore, the school programme should be remodelled, stressing on the , "higher-order cognitive concepts and strategies through critical approaches as a group, and there are many different ones, emphasize quality educational management, instruction, and learning rather than quantity.”⁸

In the classroom setting, teacher as role models, should be the intermediary in problem-solving and encourage students to discuss, debate among themselves, give projects and allow presentations of these projects and allow other students to ask questions. Students should be given creative exercises, such as review of books, articles and films. The present 'parroting' methods should be eliminated and students should be encouraged to view things in different angles and this could be derived through different thoughts of authors . This would help in the adoption of alternative approaches culture, as opposed to one single correct way, inherent in the Malaysian system. The questions strategies of teachers should enlighten students response. Questions or discussions thrown to the students should demand logical, judgemental or critical assessments. In helping students to learn how to learn, the role of resource centres should be emphasised and coordination between classroom and the resource centres should be encouraged.

⁶V. Stibic. *Tools of the Minds: Techniques and Methods for Intellectual Work*. Amsterdam: North-Holland Publishing Company, 1982.

⁷Jack Zevin. *Managing Schools for Quality Learnings: The Encouragement of in Critical Thinking in School Classrooms*. Malaysia: Institut Aminudddin Baki, 1993: 1

⁸Ibid:2

Research have been done to evaluate and measure the effectiveness of these policies and it has been found that the policies are good in **retaining** information but not in **critically analyzing** information and knowledge. With the new mode of environment, it is interesting to see the improvement and modifications made to suit with the new need and environment. For example, the new curriculum has been known as the 3M because emphasis is given on :

	"Membaca"	(Reading)
3M-----	"Mengira "	(Mathematics)
	"Menulis"	(Write)

What has not been emphasised is the fourth 'M', that is Maklumat"" which is Information. Information must be added to this curriculum because it facilitates the inculcation of reading and writing.

	Reading
Information -----	
	Writing

The main outcome of the implementation of the old and new curriculum has been unsuccessful in producing critical individuals because school leavers and graduates have not acquired or reached the critical thinking level as expected.

Seminar: A Method of Instruction

“Seminar has become an established method of instruction in many institutions of higher learning, especially in the West. Although at the beginning, it was confined to graduate students, many institutions are using seminars as a method of instruction even at freshman level (1st year). The number of students in a seminar is small, may be from 5 to 10. The students work in close association with the instructor. They make in-depth study of some topics, write a paper, present it in the class and invite discussions. The seminar as a method of instruction, provides an introduction to the methods of scholarly work and helps to cultivate habits of confident presentation and meaningful discussions. It promotes self-study and critical thinking. Such a method naturally depends on greater use of library materials and library research.”

In short, classroom learning and teaching should be done in a manner to allow teacher-students interactions with the objective of increasing students' cognitive levels. There

should be rapport among the two levels, and encouragement should always be given for students to ask questions, answer and discuss problems. Emerging patterns of education are increasing emphasis on process skills, opening avenues for a more active pupils involvement in learning.

Post-educational Period

Information leads to thinking and therefore reading should be continued and pursued during the post-educational periods. The information may cover different areas of interest as well as related to the career. It would not be a bad idea to have home libraries and also to set up of libraries at the office.

Continuous Education and Training (Conference, Seminars, and Workshops)

As soon as one begins a career, he/she would undergo a full-fledged training. Training is an on-going process as it is done in-service and also by attending conferences and workshops.

Therefore, it can be summarised that the two phases of the development of the information skill , one during the pre-critical thinking stage, and the other is the post-critical thinking stage should constitute a life-long process in the individual intellectual development.

Information Literacy: Systematic Information Skills

Ones' ability to think critically is influenced by his/her ability to find, utilize and interpret information. An information literate person is able to recognize when information is needed and have the ability to locate, evaluate, and employ the needed information effectively. In other words they have learned what to learn. The overwhelmed increase in the kinds and types of information led to the globalization of every sector of life. Not all information are relevant and needed and therefore, individual should be able to select, record and disseminate necessary information. What is significant is the realization on the part of the Deputy General of Education, *Datuk Haji Omar Mohd. Hashim*, who highlighted that with the knowledge explosion, "...it becomes crucial, therefore to equip the students with higher cognitive skill such as critical thinking, the use of the scientific process, the ability to think abstractly and creatively and the ability to be intellectually flexible. Related to this is the need to master the skills of lifelong learning where we teach students to accustom themselves with the idea of learning throughout their working life. They must know how to gain access to information, what kind of information to select, and

when to use the information for."⁹ Although the above statements are nothing new to librarians, the very fact that it comes from the higher authority from different profession has a great significance because it is consonant to what has been preached by the library profession. With this official recognition, it is appropriate for all libraries, notably the school and college libraries to improve and speed up the information skill programmes.

Now that we talk about the important methodologies of achieving critical thinking, the method that can be practically applied by school librarians in order to meet the goal is systematic information skill. Systematic information skill is nothing new in the West. In fact, in "Nation at Risk," it was clearly stipulated that a nation that lack the tempo of reading would be tantamount to the downfall of the people progress and that is why it is regarded as being at risk. It is within the context of this problem statement that critical thinking has to be nurtured, continued and one of the ways is through the concerted effort of both teachers and librarians to help the individuals through a systematic information skill programme.

The introduction of systematic information skill and programme of critical thinking will require that the management/authorities recognize the importance of increasing the critical abilities in the short as well as long terms. With some refinements, existing methods of information skill could be improved. Implementation of a broad-based critical thinking programme in classrooms and libraries, however is contingent upon the development of more sophisticated methods for adequately measuring the total output of the programmes. Also, with the rapidly changing information formats, both librarians and users requires on-going learning.

Table 2 below, illustrates some examples of information skill programmes that are undertaken at different levels:

- i. Library Orientation
- ii. Library Instruction
- iii. Bibliographic Instruction
- iv. Library Skill
- v. Information Skill
- vi. Library Information Skill Course

⁹Omar: Ibid.

To ensure that the above programmes are effective, it is also crucial to supplement with the one-on-one instruction at all time (at the desk) as a form of reinforcement. Also, library and *Information Skill Course* could be included as part of the requirements in college and university curriculum. Appendix 1 underline issues related to the implementation of information skill programme.

TABLE 2
INFORMATION SKILL DEVELOPMENT

PROGRAMMES	PRIMARY YEARS	SECONDARY YEARS	TERTIARY YEARS
Library Orientation	Basic	Mid-level	Advance
Library Instruction (Library Services and Collections)	Basic	Mid-level	Advance
Bibliographic Instruction (Index, Abstracts, reviews. etc.)	Nil	Mid-level	Advance
Information Techno- logy Skill	Basic	Mid-level	Advance
Term Paper Clinic	Nil	Basic	Advance
Inculcation of Reading Skill/Habits Remedial Reading (Problems in reading)	Basic	Mid-level	Advance

Characteristics of a Critical Thinker

The present generation has been typified by its experience with the information systems (explosion in computer hardware, software, and telecommunications systems) in much the same way that previous generations were traumatized by the experience they have in the first or second generation computers. Inadequate information (lacking of information may lead to ignorance, obsolescence, bias and prejudice) which are the traits of an uncritical person. Such traits may pose a danger to society at large rather than ‘an asset to society.’

A profile of a critical thinker would accommodate the following traits, taken partly from Zemin¹⁰ although it may not be in anyway a complete or an exhaustive one. He reiterated that critical thinking skills would enable individuals to:

- a. distinguish between variable facts and value claims
- b. differentiate between relevant and irrelevant information
- c. decide the truth or accuracy of statements
- d. find the missing elements of a puzzle or mystery
- e. identify logical fallacies
- f. identify logical inconsistencies
- g. detect bias and and prejudices
- h. understand a belief or argument from another's perspectives
- i. recognize assumptions and viewpoints
- j. judge the strength or weakness of a claim or argument
- k. predict the probable or possible consequences of a decision or action

Appendix 2 illustrates an additional skills that are desired of an individual in line with the goal of achieving a critical thinking society.

Perhaps, the attainment of these skills should be instrumental to enhance individual to be:

- a. good communication skills(including interpersonal) and people oriented.
- b. self confidence
- c. patience and perseverance
- d. logical and flexible approach to problem solving
- e. Memory for details
- f. spelling, grammar-vocabulary
- g. subject area knowledge
- h. good organization and efficient work habits
- i. motivation for Having and giving additional training
- j. willingness to share knowledge with others
- k. ability to select relevant information
- l. curious and willing to listen and to know

Recommendations

There does seem to be a growing body of evidence supporting the idea creating a more critical society. From the aforementioned discussions, some recommendations could be highlighted according the following headings:

Educational System

1. The educational system complemented by a systematic information skill appear most effective with students.

¹⁰Ibid:3

2. The effect of classroom support and resource centres systematic information skill could be greatly enhanced by follow up discussions and and counselling.
3. Critical thinking is important for academic and future success. Therefore, students should be encouraged to engage in the active process of thinking through discussions, reading and written assignments. The development of critical thinking abilities should be integrated within the four areas crucial in education and careers: reading, writing, speaking and listening.
4. Teachers' role should be the combination of instructors, disseminators of information and knowledge and the facilitators of learning.
5. Students assessment should not only be directed towards the examination results but also presentation of their learning such as projects and term papers.
6. Educational approach should emphasise on higher cognitive level, like analysis, synthesis, application and evaluation, not the lower level cognitive, such as memorization, remember and understanding.

Information Skill Programme

4. Systematic information skill/programme must constantly be viewed as an adjunct to other developmental relationship rather than as an alternative or independent activity.
6. It should be the objective of the library policies in line with that of the educational system, that is to aspire for critical thinking patrons.

Curriculum

1. Curriculum should be structured to allow the use of information in the resource centre for learning and teaching discourse.
2. Curriculum structure should not solely emphasise on textbooks but also other types of information as well as AV, radio and TV programmes, and computer softwares. Students would be able to use various information-handling skills, a reflection of life-long learning skills.
3. Include Library and Information Skill Course as part of the requirements in College and University Curriculum.

Research

1. A great deal of research should be done, for example the experimental form on the effectiveness of the critical thinking programmes.
2. Youth should be encouraged to involve themselves in the information and intellectual activities so that they are not diverted towards unhealthy activities.

3. Although it is difficult to operationalize the concept of critical thinking some element of measurement of critical thinking should be employed.¹¹

At the same time, it is crucial to note that while we are looking forward to achieve both material and intellectual development, Malaysia is basically Asian in its cultural outlook. It is very crucial then, to create a situation where 'moral' values and preservation of traditional customs are not totally buried even in a critically based society. This is in view of the fact that the situation is already inherent in some ways where modernization is not balanced with moral, cultural and religious values. Respect of the old and the religious values is indeed the core of the society.

Conclusion

Malaysia is indeed going towards an evolution in its restructuring of the society. This of course includes the educational system which subsequently affects the school library system as well. The role of the school library and the idea of a media and instructional centres have long been accepted although its development varies from state to state. With the government's initiatives to achieve a developed-nation status by the year 2020 it is recognized that the school libraries and the educational system are instrumental to the success of this goal. It is most appropriate that the transition towards the 21st century has led to the present situation and provides avenues for comparison with the development in Australia and other parts of the world. Systematic information skill programmes enable individuals to acquire skills essential or necessary in order to cope with the information age that we are facing now. Information skill as a tool to critical thinking should not be denied to individuals, otherwise they will be handicapped in dealing with today's avalanche of information. As such it can result in individuals being information poor and information rich. The information rich is far better equipped and prepared to be critical as they have adequate reference to substantiate their decisions, point of views, ideas, statement, decisions and policies. Finally, it is not always true that critical thinking programmes should always be centred around the educational years, but also during the post-educational period, meant as follow-ups to each and individual pursuits. Therefore, it can be summarised that there are two phases of the development of the critical thinking skill, one during the pre-critical thinking stage, and the other, the post-critical thinking stage.

¹¹Perhaps we could take advantage of various measurement methods that are presently available, such as the **Watson-Glaser Critical Thinking Appraisal (CTA)** and the **Chickering Critical Thinking Behaviours**.

Bibliography

- Abu Samah bin Mohd. Amin, "The Pahang State Educational Resource Centre: Role and Development." in 18th Annual Conference International Association of School Librarianship, Subang Jaya, Malaysia 22-26 July 1989.
- Chaffee, John. *Thinking Critically*. 2nd ed. Boston: Houghton Mifflin, 1988.
- De Bono, Edward. *De Bono's Thinking Course*. London: Petancor Bv., 1985.
- Eisenberg, Michael B. and Small, Ruth V., "Information-Based education: An Investigation of the Nature and Role of Information Attributes in Education," *Information Processing and Management* 29 (2) 1993: 263-275.
- Ellner, Carolyn L. and Barnes, Carol P. *Studies of College Teaching*. Lexington, Mass.: Lexington, 1983.
- Fielder, Marie and Huston, Mary M., "Access Ability: Harnessing Knowledge of "Thinking Like a Searcher," *Library Trends*, 39 (3) Winter 1991:299-315.
- Fielder, Marie and Huston, Mary M., "Access Ability: Harnessing Knowledge of "Thinking Like a Searcher," *Library Trends*, Winter 1991:299-315.
- Krapp. JoAnn Vergona, "Teaching Research Skills: A Critical-Thinking Approach," *School Library Journal* 34 (5) January 1988: 32-35.
- Maclure, Stuart (Ed). *Learning to Think: Thinking to Learn: Proceedings of the 1989 OECD Conference*. Oxford: Pergamon, 1991.
- Omar Mohd. Hashim. *Pendidikan Persoalan, Penyelesaian dan Harapan*. Kuala Lumpur: DBP, 1993.
- Philips, John Arul, "Memperkembangkan Daya Pemikiran Pelajar Melalui Matapelajaran KBSM" *Journal Pendidikan Guru* (8) 1992:1-5.
- Rankin, Virginia, "One Route to Critical Thinking," *School Library Journal* 34 (5) January 1988: 28-31.
- Stibic, V. *Tools of the Minds: Techniques and Methods for Intellectual Work*. Amsterdam: North-Holland Publishing Company, 19..
- Vias, Rita "Educational Needs of School Resource Centre Personnel." in Paper Presented to the Seminar on Library and Information Science Education in Malaysia: Needs and Expectations, International Islamic University, Petaling Jaya, Selangor, Malaysia., 1992: 2-3
- Vias, Rita. "Establishing School Resource Centres." in 18th Annual Conference International Association of School Librarianship, Subang Jaya, Malaysia 22-26 July 1989.
- Walton, Graham and Sarah Nettleton, "Reflection and Critical Thinking in User Education Programmes: Two Case Studies." *British Journal of Academic Librarianship* 7(1) 1992.

Wilson, Patrick, "Bibliographic Instruction and Cognitive Authority," *Library Trends*, 39 (3) Winter 1991:259-270.

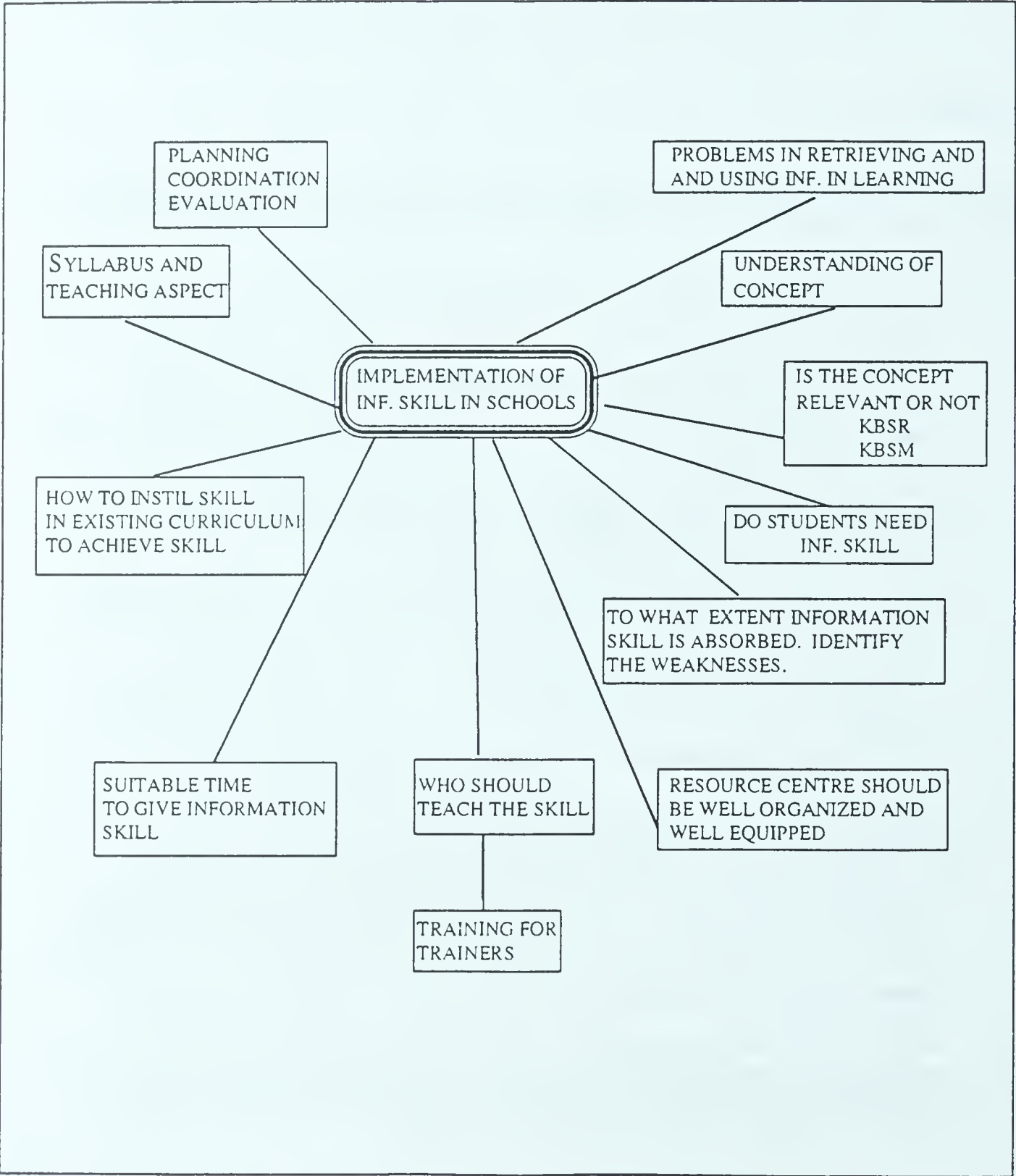
Zemin, Jack, "Managing Schools for Quality Learning: The Encouragement of Critical Thinking in School Classrooms." in Genting, Highland, Malaysia April, 1993.

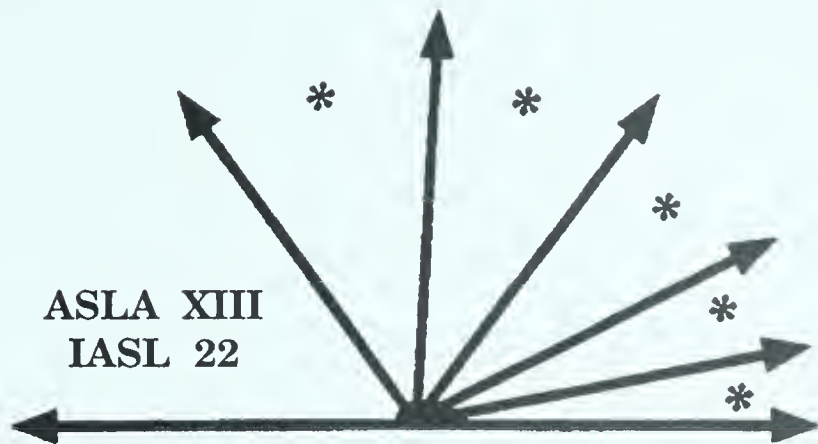
Appendix 2

According to Jack Zemin, critical thinking skills for school and classroom management should include some or all of the followings:

-
1. keeping your mind open to a variety of opinions and positions, even those with which you may disagree.
 2. comparing and contrasting alternative approaches or multiple interpretations of a problem, seeking those which transcend cultural boundaries and meanings.
 3. learning to live with uncertainty and probability in formulating answers to questions or solutions to problems,
 4. identifying the sources, amount, relevance, organization, and quality of evidence, deciding the relative merits of the data, from the subjective to the objective,
 5. testing the plausibility and consistency of an argument or theory, working towards a decision to uphold, deny, or revise the concept,
 6. carefully applying theory to practice, evidence to explanation, and ethical rules to actual behaviour,
 7. examining both stated and unstated assumptions in a problem or argument, and determining their impact on conclusions,
 8. acquiring a sensitivity to the cultural and historical context of ideas, concepts, and traditions,
 9. suspending quick judgement, or 'jumping to conclusions', in favour of a neutral or empathic viewpoint,
 10. adopting the viewpoints of others as organizers for the interpretation of communications, events, and experiences,
 11. developing strategies for understanding and clarifying ambiguous, or unclear findings, problems, issues, or theories,
 12. appreciating the logic, skill, insight, ingenuity, and perceptiveness of both student-initiated ideas and those of experts, without necessarily accepting these as definitive for all time.
 13. predicting future developments based on current observations, evidence, and accepted theories,
 14. setting up standards for judgements of value across all subjects and disciplines, including art, music, literature, science, history, and mathematics, sports, etc.
 15. formulating rules, principles, interpretations, and theories of your own invention that seek to improve on current models and concepts.
-

ISSUES RELATED TO THE IMPLEMENTATION OF INFORMATION
SKILL PROGRAMME





DREAMS and DYNAMICS

TUESDAY

28 September 1993

VIOLENCE IN CHILDREN'S LITERATURE TODAY

NOTE

This paper is provided as background reading for the workshop, Violence in Children's Literature Today. The workshop will focus on whether violence should appear in contemporary children's materials and, if so, under what conditions. Please read this paper, which will not be presented during the workshop, and come prepared to discuss the following:

1. Should violence appear in today's literature for children and young people or should it be excluded?
2. If it is included, are there any types of violence which should be banned?
3. How should violence be treated in juvenile materials, if it is included? Should there be differences in the treatment according to the age of the intended audience?
4. What criteria may be used in evaluating juvenile books which contain violence?
5. Please bring any examples which you may have which you consider
 - a. unacceptable
 - b. borderline
 - c. acceptable.
6. What policies in regard to violence in children's literature can be developed from our discussions?

VIOLENCE IN CHILDREN'S LITERATURE - BACKGROUND PAPER

As adults we are aware that violence is an inescapable reality of our world. However, that should not prevent us from posing the question, does violence have any place in children's literature? Fiction is an artifice. We use story to extend our experience and to find meaning in it. It may serve this purpose for children without mirroring exactly life in all its aspects. As arbiters of the content and distribution of children's books, we are responsible if violence appears in them. Its inclusion should therefore be a considered decision and its nature and the manner of its treatment ones we have judged to be appropriate. Similarly, its exclusion must also be justified.

In examining our initial question of whether violence should appear in children's literature today, a perspective may be given to our deliberations by reviewing swiftly the history of books for children. It is worth remembering that in the didactic tradition of writing for children, punishment figured strongly, whether authors were Puritans, 18th century rationalists or 19th century Evangelicals. Writing for children has for centuries encompassed

pointed little stories in which the virtuous were rewarded and evildoers suffered retribution. Violence, particularly physical violence, was frequently part of punishment, as in the case of a porter who sought to cheat a fisherman and was given 50 lashes and dismissed. (1) This story appeared in one of Nelson's Royal Readers, widely used in the United Kingdom and the Empire in the late 19th and early 20th centuries. But violence also threaded through the lives of the good, many of whom had to prove their steadfastness by enduring physical affliction or mental intimidation. Take the case of the little drummer boy who was popular with the officers and men in his regiment until one day he was offered a glass of rum. "I am a temperance boy, and do not taste strong drink," he replied. The officers and men tried to change his mind until at last the major ordered him to drink it, warning him it was death to disobey. Even in the face of a threat such as this, the boy stood his ground. Again this story appeared in a reading series prepared for schools so there was clearly community acceptance of the promulgation of stories which incorporated violent threats against children. (2) Sometimes violence was used to admonish. We all know of the incident in Mrs. Sherwood's History of the Fairchild Family (1818) in which quarrelsome children were taken to view the remains on a gibbet of a man who had first argued with, then killed his brother. Even trivial and thoughtless actions could lead to disaster. A child carelessly dropped orange peel on the pavement. This caused a boy to slip, breaking his leg and suffering much pain. The story uncompromisingly laid the responsibility for the accident upon the first child. (3)

Thus in school reading books and magazines produced for their leisure, children of the past were directly confronted with their responsibility for their choices and actions and the likelihood of severe punishments following closely upon wrong-doing. The lessons were nothing if not direct. Similar messages were repeated more starkly, if possible, in the traditional literature where no adults sought to ameliorate the punishments visited upon the figures of evil in fairy stories. In "Snow White" the witch queen stepmother was forced to wear red hot slippers and "dance" to her death for her sins. (4)

Apart from its admonishing, instructive and punishing qualities, violence in juvenile literature has had other roles. It could be praiseworthy, even glamorous. In the late 19th century throughout the British Empire, both the leisure reading of children and their compulsory reading in school were tightly focussed on the importance of doing one's duty. Of course "doing one's duty" governed the mundane details of daily life, but children were also warned that every one of them could be called upon, and should be ready, to do their duty in far more challenging circumstances. It was not only the great Admiral Nelson who should be prepared to die, murmuring, "Thank God I have done my duty!" (5)

The literature of imperialism instructed boys that they were the soldiers, sailors, explorers and traders of the future "whose duty it will be to hold that Empire" their fathers bequeathed them. (6) Stories of expansionist glory permeated school materials such as

Nelson's Royal Readers and were the stock-in-trade of boys' magazines such as Chums. Writing on illustrations in Chums, MacDonald observes that through them, "glory, strength and violence are made dramatic and meaningful, yet rendered innocent by boyish high spirits" (7). In Chums fighting was "reduced to a code in which reflection was absent, bravery was instinctive, suffering rendered as endurance and death as dignified sacrifice." (8). The enormous popularity of G.A. Henty and G. Manville Fenn testify to the widespread acceptability of the cult of the heroic figure, which, in boys' materials, took an almost exclusively militaristic form.

Henty's titles form a record of imperial achievement. Those such as Under Drake's Flag or With Clive in India set out the myths of how the Empire was won; In the Heart of the Rockies or A Final Reckoning: a Tale of Bushlife in Australia, how it was held. His hero, whose name changed from book to book, but whose physique and manner altered not one whit from Crecy to battles with Aborigines, personified the ideal of British virility. In St. George for England, Henty explained that courage was "the parent of almost all" the other virtues because it was required to practise most of them (9). These words prefaced a book in which the success of British manhood was measured in the tallies of the dead and injured inflicted upon the enemy. The significance of one victory was highlighted by the observation that "history has no [other] record of so vast a slaughter by so small a body of men." (10). The "body count" approach to determining success was carried through his books, hammering home the message that one British male was worth multiples of any group of foreigners and that his creed was that which Macauley put into the mouth of Horatius.

And how can man die better
Than facing fearful odds,
For the ashes of his fathers,
And the temples of his gods! (11)

Where stories did not deal with war, they often incited boys to demonstrate physical courage. A frequent incident in school stories was one in which the hero found himself obliged to fight another, larger opponent, either on a matter of honour or to protect another, smaller boy. These fights were not brief or minor. To take one example, the fight lasted "for nearly an hour, by the end of which time both had been seriously mauled, but the pluck of neither was abated". (12).

It may be that there were contemporary critics of those writers who urged boys to harbour such aggressive attitudes. Indeed, evangelical magazines did not promote militarism, though MacDonald points out that they were "careful to support England's place in the world". (13). Certainly authorities such as Charlotte Yonge, E.G. Salmon and J. Greenwood wrote articles on the importance of selecting carefully the reading given to the young and ensuring it was of desirable quality. In 1874 in an article entitled "Penny Packets of Poison", Greenwood warned concerned adults

there is a plague that is striking it up as roots deeper and deeper into English soil...yielding great crops of fruit that quickly fall, rotten-ripe...tempting the ignorant and unwary, and breeding death and misery unspeakable. (14).

But the subject of his condemnation was not the literature of imperialism and its focus on violence, but the penny dreadfuls. These were similarly attacked by another article because they fostered unrealistic and socially disruptive daydreams in the lower orders, encouraging shop girls to think they might marry peers of the realm or actresses they might snare baronets with their beauty and virtue. (15).

While girls might not be expected to go into battle for their country, they did not escape the call to face danger or to be ready to sacrifice themselves. In her Book of Golden Deeds, Charlotte Yonge commented that "we all of us enjoy a story of battle and adventure". She went on to argue that the real appeal in scenes of "woe and violence" was the courage and self-sacrifice they revealed, the acts that demonstrated "forgetfulness of self". (16). In her book she then recounted tales of remarkable - and often fatal - heroism, as many of which figured women and children as men. Thus for Yonge including extreme violence in children's books was justified if its portrayal also revealed heroic deeds done by individuals on behalf of others. Other materials carried the same messages to girls. In the Royal Readers there were numerous stories of mothers risking or giving up their lives for their children, while Grace Darling, and her Australian counterpart, Grace Russell, featured in many girls' magazines. Even in the penny dreadfuls, examples of female heroism could be found. Jack Harkaway's wife demonstrated this.

Throwing herself upon Jack, and standing between his breast and the pistol of Miles Fenton, she looked like a heroine of old.
"Back!" she exclaimed, in a clear, but tremulous voice. "Back! You reach his body but through my heart. If I cannot save my husband, I can, at least, die for him." (17).

Being ready to do battle with fate remained the staple of much juvenile literature up to World War 11 and beyond. We only have to think of the immense popularity of Biggles to be aware of that. The 1964 UNESCO Statistical Handbook put Biggles 29th in the ranking of the world's most translated books, showing that his readership extended well beyond English-speaking children. Biggles' creator, Capt. W.E. Johns, published 104 books in which Biggles was the hero and 11 which starred Worrals, his female counterpart. (18). Nor has interest in this kind of action adventure tale expired. Six Biggles books were reissued after editing in 1992 and, depending on their success, more may appear. It could be argued that Douglas Hill's Galactic Hero series continues the tradition in an off-planet and

future time dimension. Thus we should preface our deliberations about violence in contemporary juvenile literature by recognizing that it is only in recent decades that the place of violence in children's books has been so vigorously questioned. Equally though, our acceptance of that fact does not compel us to endorse the perpetuation of past traditions. In the late twentieth century, we need no justification for re-examining our position in regard to this matter. There is no time like the present to seek to exclude violence from children's literature or to permit its inclusion only in ways of which we approve. These are our choices. A historical review simply gives us the reasons of other generations for their actions.

What positions are held today?

In Old Lies Revisited. Young Readers and the Literature of War and Violence, Whitehead urges all involved in children's literature to promote juvenile reading which will break the cycle of violence. She herself takes a very conservative view of what is acceptable for young people, endorsing Sutcliff, but condemning Cormier unreservedly and disapproving of Westall's The Machine Gunners. She requires of authors writing for juveniles that they make "certain definitive judgements" about "the ultimate consequences of war... and its role in history".⁽¹⁹⁾ She declares "it is the privilege of writers of fiction to create characters who stand out from the prevailing mental set and use them as a way of asking questions and provoking serious thought about the burning issues of all times".⁽²⁰⁾ In short Whitehead believes that authors for children should be obliged to construct stories that didactically enact the principles of non-violence.⁽²¹⁾

Yet even as committed to non-violence as Whitehead is, she accepts that it should appear in books for adolescents. She recognizes that "there is a need for books which help young people face reality, however distasteful that reality may be."⁽²²⁾

The South Australian Branch of the Psychologists for the Prevention of War declare their position in regard to violence in the name of their organization. They take a stand close to that of Whitehead, seeing conflict and violence as inherently part of our society so that its portrayal in children's books is inevitable. But they attempt to induce change through promoting books which present "constructive alternatives to violence and hostility".⁽²³⁾ This they do by offering a biennial Children's Peace Literature Award. Two of the titles which have so far won the award concern personal relationships in settings of ordinary school and family life; the third is a fable about the destructiveness of violence.

Thus there are those today who take the position that children's books may encompass violence and conflict, but it is essential that they do so in ways that show the suffering caused. It is also important that solutions other than retaliatory violence are given. Some may even agree with Webb who argues for the literary value of the disturbing. "The necessary monster", she writes, "is at the heart of heroic literature, providing it with an imaginative definition by antithesis: whatever the boundaries of the 'normal' may be, the monster exists in violation of them".⁽²⁴⁾ This may be

extrapolated to children's literature. As the monstrosity of the monster is a measure of the hero's daring, so the challenge faced by children in learning constructive responses to aggression will determine their achievement of maturity. Yet as Whitehead points out, once one has accepted that there is a place for violence in children's literature, it is often difficult to judge in given instances which books are acceptable. (25)

The work of Robert Cormier illustrates the dilemma that is posed by a writer who purposely studies varieties of cruelty. His graphic descriptions of physical brutality are skilfully matched by his portrayal of the mental torture of rejection, isolation and mental intimidation. The power of his writing is never denied. The problem that springs from it is that his very skill may seem to glamorize what he purports to condemn. Whitehead certainly believes this of Cormier. She writes scathingly of him giving his audience what it wants. (26)

Perhaps, though, Cormier's real "failure" is that he refuses to write books that follow the established tradition of Western juvenile fiction which presents a world in which the exercise of courage and adherence to principle guarantees success. In the 1990s there are still those who believe that an essential criterion of children's literature should be that good can be seen to win over evil - in a physical and material sense. For it can be argued that in Cormier's books, good does triumph in an ethical and spiritual sense. In his books, those who remain true to themselves and stick by their principles remain admirable, even if defeated, even if dead. Their position remains as correct as it ever was. For Cormier reverts to the problem of good and evil in its most austere form. Like Socrates, he argues that good must be its own reward. He poses the question - isn't doing the right thing the only choice we have whatever the cost? If, for example, you were at Trinity College with Jerry Renault, and you chose to stand by him, then, indeed, you might have suffered his fate. But if you didn't, if you were "only an onlooker", then in effect you had chosen to let Archie have his way and to be, therefore, a lesser Archie. Cormier is relentless in making it clear that there can be no fence-sitting on moral issues: either one acts or one does not. Either way, there is no escaping the responsibility for the choice you made.

Perhaps what makes the issue of violence in children's literature more contentious today than it appears to have been in the past is the social context in which we find ourselves. For Henty's imperial heroes, there was the consolation that if they should die, their fame and honour at home was assured. Though not often cited, there was also until recently, a general context of Christian belief in reward in a world beyond the grave for a sacrifice made in this.

Today Cormier's reduction of the choice between good and evil to its bleakest form - good before evil whatever the cost - must be paid in a social environment stripped for the most part of the comfort of religious conviction or social approval. While in our world of economic rationalism, some figures have achieved prominence for their humanitarianism, there is little evidence today of general community esteem for people of principle over those who

can be seen to have been self-serving. The degree to which Jerry Renault is seen to be foolish rather than heroic reflects this. It is this, too, that makes our dilemma in regard to violence in children's literature particularly important for we must find books that pose the issues for children in terms meaningful to them in their world, rather than to us in ours.

Maureen Nimon.

REFERENCES

1. Royal Reader, Book 111. Lond: T. Nelson and Sons, 1883. pp.59-60.
2. New Royal Reader, Book 11. Lond: T.Nelson and Sons, n.d. pp.65-66.
3. The Children's Friend, 1869. pp.62-63.
4. Snow White and the Seven Dwarfs. Trans. R. Jarrell. Illus. Nancy E. Burkert. Kestrel Books. Harmondsworth, Middlesex, Penguin, 1972. This version of the tale by the Bros Grimm shows the traditional punishment as a background motif to the celebration of Snow White's wedding.
5. Beeton's Every Boy's Annual. 1865. p 575.
6. Beeton's Annual, A Book for the Young. 1866. p. 2.
7. MacDonald, R.H., "Signs from the Imperial Quarter: Illustrations in Chums, 1892 - 1914," Children's Literature, 16, P.33.
8. ibid. p.43.
9. Henty, G.A. St. George for England. Lond: Blackie and Son, 1884. p.vii.
10. ibid. p.229.
11. "Horatius", The New Royal Reader, Book V. Lond: T.Nelson and Sons,n.d. p.229.
12. Every Boy's Annual, 1875. p.94.
13. MacDonald, R.H. op.cit. p.33.
14. Greenwood, J. "Penny Packets of Poison", reproduced in P. Haining, The Penny Dreadful, or Strange, Horrid and Sensational Tales! Lond: Victor Gollancz, 1975. p.359.
15. "Penny Fiction", The Quarterly Review, 1890. 171. p.161.
17. Hemyng, B. Jack Harkaway in America. Lond: Hogarth House, n.d. p.30.
18. Thomas, M. Guardian Weekly, July 19, 1992. p,23.
19. Whitehead, W. Old Lies Revisited. Young Readers and the Literature of War and Violence. Lond: Pluto Pr., 1991. p. 25.
20. ibid, pp.23-24.
21. ibid. For example, see how Whitehead believes L. Hoy should have concluded The Damned. p.157.
22. ibid.p.5.
23. The Advertiser, Saturday, October 26, 1991. The Magazine, p.13.
24. Webb, J. "The Monster as Hero", Contrary Modes. Proceedings of the World Science Fiction Conference, Melbourne, Australia, 1985. Published by Ebony Books, Melbourne, in association with the Dept. of English, University of Newcastle, 1985. p.1.
25. Whitehead, W. op.cit. p.5.
26. ibid.p.5.

Kid's TV and Literacy: Viewing for Learning

Annemaree O'Brien

Television is the ultimate in popular culture. It is entertaining, accessible, extremely popular and is a fundamental component of our lifestyles in the 1990s. Good quality television is a marvellous window to all sorts of imaginary and real worlds and can enrich and extend a viewers life in the same way that good literature can. Yet, television is also a relatively misunderstood factor in our lives and within the existing education system. Many parents and educators feel a great deal of unease and doubt with regard to the impact of television on children's reading skills and habits, fearing that increased television viewing leads to decreased reading.

Education about and through television is essential in understanding and harnessing this powerful medium because used purposefully, television has considerable educational potential. Captivating, entertaining and intriguing the viewer, television is a powerful, and persuasive educational medium precisely because of its popularity and accessibility. Television's positive links to literature is an excellent example of this powerful connection as television can and does encourage children's interest in books and reading.

Television and Education

As a complex and influential tool, television has tremendous potential to promote learning and literacy, opening up new ways and means to educating children which we are only just beginning to understand and take advantage of. Used purposefully, quality television and video can be a powerful and extremely effective means of enriching and extending students' own experiences, knowledge and understandings. Television informs, entertains, educates and persuades and it provides a valuable link that connects us to life beyond the perimeter of our own realm of family and friends. While children's own life experiences and practical encounters with real situations and concrete materials are vital, vicarious experiences are also valuable and necessary; exposing the learner to new and stimulating ideas, places and people. Television in this context has the same potential as using written text, an excursion or a speaker, but as yet most teachers are not accustomed to using it as such.

Education about television is also essential because television is not a simple text despite its popular appeal. What is seen on television is not the same as a lived experience and despite its immediacy television does not just transmit an actual reality. There is no question that the exploitative nature of television is precisely why critical reading of it is vital. Increasingly in our society we are developing

an understanding of literacy as a complex and challenging cultural and social construct and there has been a marked shift in the last few years towards a recognition of literacy as a social practice. (Christie et al 1992) In the 1990's language should be functional - having meaning and purpose, and critical - enabling students to read the world around them. It is very important therefore to understand and value the roles of different literacies and for the reader to be able to read the context as well as the text. (Emmitt 1993).

The development of students' capacity to think critically about the information they encounter through various media is increasingly seen as a priority in all curriculum areas. Certainly at the national level it is becoming increasingly recognised that students must have experience in critically viewing the visual media as well as listening, speaking, reading and writing. To view is now identified as one of the language modes and has been included in the *National Statement on English for Australian Schools* (draft), which outlines the curriculum guidelines for developing students ability to speak, listen, read, write and view with purpose effect and confidence in a wide range of contexts.

Learning about television should encourage this critical literacy focus because the making of a television program so is obviously an interpretation of reality. Educators and parents are responsible for ensuring that students become competent and critical users of television for information, opinions, ideas and entertainment. The UNESCO Declaration on Media Education states:

"Political and educational systems need to recognise their obligations to promote in their citizens a critical understanding of the phenomena of communication...The school and the family share the responsibility for preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems and this will require some reassessment of educational priorities."

(January 1982)

Television and Literature

Television's powerful and positive link with literacy is evident when we know that the dramatisation of a book on television is a guaranteed way to increase sales and library borrowing. For example Paul Jennings' *Round the Twist* (Puffin Books) has become a best seller with almost one hundred thousand copies sold to date following the very popular **Round the Twist** series made by the Australian Children's Television Foundation. The first *Round The Twist 1* graphic novel illustrated by Glenn Lumsden and David de Vries (Puffin Books) released at the end of March 1993 to coincide with the screening of the second series of **Round the Twist**, sold over thirty five thousand copies in two months.

The outstanding sales of the book of *Adventures with E.C.* with stories from the ACTF's **Lift Off** series is another example, demonstrating the powerful possibilities television has as a catalyst for stimulating and broadening children's interest in a variety of literature. This desire of children to follow up a story in book form after viewing the film, suggests that they are quite aware of the distinctions between the pleasures of television viewing and those of reading. Children demonstrate an understand that while book reading and film viewing are very different types of enjoyment, they are also complimentary and one is not the substitute for another. It is consequently important to encourage and support teachers and students to build on and extend these positive links between literature and film and to harness the positive potential of television.

Both literature and film enable us to visit different perspectives and experience new ideas and stories whilst being entertained and educated. An exploration of the different qualities of film and print texts is also a good starting point for engaging young learners in critical thinking. Students can learn a great deal about possible readings of texts by comparing and analysing narrative elements of both the original text and its interpretation by the film maker. Alternatively an analysis and comparison of a tie in book written from a screen play after the film has been made is also an interesting area to investigate.

It would be very exciting to explore some of these issues with students from a very young age. Some questions to start with include: What is the same? What is different? What did you like? What didn't you like? Is the author and film director the same person? What differences does it make if the writers and film makers are different people? What are the implications for viewing and reading these stories? How would you interpret the book/film if you were the author/director?

The Australian Children's Television Foundation's programs and the associated literature are very interesting and well worth exploring in this context. Some examples include::

1. A film script adapted from an existing book or short story; such as:
Penny Pollard's Diary by Robyn Klein **Kaboodle**
There's A Sea in My Bedroom by Margaret Wild **Kaboodle**
Felix and Alexander by Terry Denton **Lift Off** (Episode Real Friends)
Bip The Snapping Bungaroo by Narelle Mc Robbie **Lift Off** (Episode Into The Unknown)
2. The script writer writes a tie in book from his/her own post production script such as:
Captain Johnno by Rob George **Touch The Sun**
On Loan by Anne Brooksbank **Winners**

3. A writer writes the tie in book from another writer's screenplay such as:
Top Enders by Jennifer Dabbs based on the screen play by Michael Aitkens and Jackie McKimmie **Touch The Sun**
The Gift by Roger Dunn based on the screenplay by Paul Cox and Jeff Peck
Touch The Sun.

Sharing a book or a television program together also may encourage discussion of issues and provide rich opportunities for dealing with difficult real life situations through characters and storylines. For example *Grandma's Chair* (**Lift Off** Episode 25 "Threads"), written and illustrated by Penny Robenstone Harris, (William Heinemann Australia 1992) deals with the death of a grandparent. *Molly Makes Music* again by Penny Robenstone (Harris) (**Kabbodle**) deals with the separation of parents. *On Loan* (**Winners**) by Anne Brooksbank explores the issues of adoption and cultural heritage as Lindy's natural father a Vietnamese refugee arrives from Thailand.

Television can provide rich opportunities for sharing and exploring cultures. *Bip The Snapping Bungaroo* written by Narelle McRobbie and illustrated by Grace Fielding (Magabala Books 1990) and featured in **Lift Off** Episode 6 "Into The Unknown" is a story based on elements of the writer's Aboriginal culture. The viewers/listeners are exposed to a new writing form and language style and are given the opportunity to listen to the story as told by an Aboriginal storyteller. *How the Birds Got Their Colours* told by Mary Albert and retold and illustrated by Pamela Lofts (Ashton Scholastic) and featured as an animated story in **Lift Off** Episode 21 "Lost" also provides rich and rewarding scope for young children to explore Aboriginal stories. Children should have these opportunities to listen to different tellings or readings of the same stories and the film version is indeed an important part of this process.

Humour is always popular with both literature and television. Paul Jennings' stories are rich with humour, twists and surprises and the young readers delight in them. For the television series of **Round The Twist**, Jennings worked with director and writer Esben Storm to create the Twist family stories primarily from the original Jennings' stories in books such as *Uncanny, Quirky Tails, Unbelievable, Unbearable, Unreal* (Puffin Books). The popularity of both the books and the television series are significant and the material provides a wonderful opportunity for children to see how these stories have been adapted and reconstructed into different formats.

The story "Lucky Lips" for example appears in three different yet complimentary versions. The original story is found in the book *Unreal* (Puffin 1985); there is the film text in **Round The Twist** Volume 2 (ACTF) and the story is retold again in the book *Round the Twist* (Puffin 1990). In a new 'twist', selected stories from the second television series of **Round**

The Twist have been produced in a comic book format to compliment the television and book versions of the story. The *Round The Twist I* graphic novel illustrated by Glenn Lumsden and David de Vries (Puffin Books 1993) features "Nails" a short story found in *Unbearable* (Puffin 1990) and "Pink Bow Tie" a short story originally found in *Unbelievable!* (Puffin 1986).

Television entertains, it manipulates and it educates. Television is easily accessible for all students and good quality television is a marvellous window to all sorts of imaginary and real worlds and can enrich and extend a viewer in the same way that good literature can. For such links between television and literature to be possible however, it is vital that good quality television and literature programs continue to be made for children. Many wonderful examples have been televised over the years including: Patricia Wrightson's *The Nargun and the Stars* , Ethel Turner's *Seven Little Australians* , Ruth Park's *Poor Man's Orange.*, Phillipa Pearce's *Tom's Midnight Garden* and C.S. Lewis' *The Lion, The Witch and the Wardrobe* ,

The Australian Children's Television Foundation believes that excellent programs can be developed specifically for children which are entertaining, educational and appeal to a wide audience. Such programs aim to enrich viewers' lives and help to forge firm and positive links between television, books and reading. Series such as **Kaboodle, Winners, More Winners, Touch The Sun, Round The Twist, Lift Off** and now **Sky Trackers** are good examples of how the Foundation has focussed on building these important links between television life and learning about our world.

Remember...television is the most powerful and seductive storyteller of all time. Learn to use it wisely and it will serve you well.

Bibliography

- CHRISTIE, Francis Project Chair (1992)*Teaching English Literacy: A Project Of National Significance On The Preservice Preparation of Teachers For Teaching English Literacy'* Volumes 1 and 2 Department of Education and Training, Canberra
- EMMITT, Marie 1993) 'Issues In Preservice Teacher Education For Literacy' *ARA Today* (Australian Reading Association) No 1
- EMMITT, Marie and POLLOCK, John (1991)*Language and Learning* Oxford University Press Australia
- HODGE, Bob and TRIPP, David *Children and Television* Polity Press 1986
- MESSENGER DAVIES Maire *Television is Good for Kids* Hilary Shipman London 1989

WEBSTER, Colleen *Lift Off To Language* Curriculum Corporation 1992

WHITE, Carol *Teachers' Guide To Lift Off* Curriculum Corporation 1992

WILLIAMS, Lynne *Lift Off To Wondering And Thinking* Curriculum Corporation 1992

WILLIAMS, Lynne *Kaboodle Teachers' Notes* Australian Children's Television Foundation
1988

SHARING ABORIGINAL STORIES WITH CHILDREN

Associate Professor Barbara Poston-Anderson
School of Information Studies
University of Technology, Sydney

Folklorists suggest that one way to understand a group of people is to learn about the stories they tell. These narratives provide a mirror to culture through which world view, values, and social codes can be seen. The belief that the sharing of traditional tales with young people can help to foster cultural understanding has always motivated me in my selection of tales to tell as a storyteller.

In Australia, one would think that Aboriginal stories would be a logical starting place for any storyteller. However, while it is true that these traditional stories are rich in evoking the land and its peoples, it is advisable to proceed with sensitivity and care.

First, Aboriginal stories cannot be equated with Grimm's fairytales or any other traditional tales which are separated by centuries from their cultural origins. In Australia, the stories of the Aboriginal peoples reflect their belief systems. The concept of the Dreamtime is still real among the various groups of Aboriginal people.

Even the terminology used to describe such stories must be carefully chosen. For example, some Aboriginal peoples object to the designation "myths and legends" because of the current connotation that myth means "not true". These terms also have specific European literary meanings, which may be inappropriate when applied to Aboriginal stories. For this reason, Hill in Black Australia (1975, 1985), a valuable resource tool for selecting materials about Aboriginal cultures, refers to these stories as "traditional narrative or story", and the New South Wales Department of School Education in the document Aboriginal Perspectives in History (1990: 5) has chosen to call them: "traditional lore and stories".

Because Aboriginal stories are closely tied to specific individuals and groups, it is always important to try to find out who "owns" the story you want to tell and to get their permission, if possible, before you share it. In some groups, stories today are still passed on by word of mouth, with a person recognised as the "owner of the story". For example, in Tjarany Roughtail (1993), a recent published collection of Aboriginal stories, the acknowledgments recognise the Kukatja people of Malarn, Yaka Yaka and Wirrumanu communities who have given permission for the authors to retell the stories in this form.

When sharing an Aboriginal story with children, then, give credit to the owner of the story, identify the group from which the story originates, and set it as much as possible in context. Stories in printed form today make this easier to do than previously. In 1983, when I compared a random sample of

fifty Aboriginal stories published prior to 1910 with fifty Aboriginal tales published and recommended for children between 1970-80, I found that there was a significant difference between the two samples in how frequently the story sources were cited. A greater number of tale sources were cited in the Pre-1910 stories than in the tales published between 1970-80.

However, in the last several years, there has been a noticeable increase in the number of picture books and story collections being published by Aboriginal peoples themselves through Aboriginal presses (e.g. Magabala Books), Aboriginal Education Units and Country Area programmes (e.g. AERU) and other publishing houses (e.g. Angus & Robertson, Ashton Scholastic, Bookshelf Books Australia, University of Queensland Press). Most of these versions carefully identify the source of the story. Some even present the narrative in both the original Aboriginal language and in English. One example is Gadiman Jawal: The Gadiman Story, from Dampierland Peninsula in Western Australia retold in Bardi and English with a glossary of terms and extensive notes to explain specific aspects of the story. Another is Yeye Apme Kwerlaye-Ipperre: The Rainbow Serpent transcribed and illustrated by Jennifer Inkamala from a story told to her by her grandmother and written in both Western Arrernte, a language of Central Australia, and English.

When sharing an Aboriginal story through telling or reading, setting the context is important to ensure that young people respond appropriately. For example, two men transform themselves into birds in Berndt's retelling of Nganalgindja's story about Pheasant and Kingfisher. A brief explanation at an appropriate level of the concept of totemism before the story is told could enrich the children's understanding and appreciation of the significant link between humans and animals. Among other concepts which may appear in stories are: the Dreamtime, the vital link between Aboriginal peoples and the land, and kinship. Likewise, references to Ancestral Beings and to the basic requirements of living such as humpies and firesticks feature in a number of narratives and may need explanation.

When sharing a picture book version of an Aboriginal story, look carefully at the illustrations to ensure that they reinforce the authenticity and integrity of the text. Pictures need to integrate well with the story and help to project a feel for the Dreamtime quality of a tale, or, if the story is of more recent origin, accurately reflect the situation. The work of Percy Trezise and Dick Roughsey is notable for the presentation in text and illustration of the traditional Australian landscape, its peoples and their stories (joint publications: e.g. Turramulli the Giant Quinkin, The Magic Firesticks; Percy Trezise: e.g. Children of the Great Lake, the Cave Painters, Lasca and Her Pups).

Colourful photographs of landscape features mentioned in

stories are another effective way that tales have been illustrated. This is particularly well done in Oodgeroo Noonuccal's Legends of Our Land, which includes stories from Stradbroke Island, Western Australia and Tasmania. Several other collections, including Djugurba and Kwork Kwork, have used the drawings and retellings of Aboriginal young people.

Traditional stories, of course, were first told. The written word and the multi-media kit (eg. tape, books, filmstrips) are more formalised ways of disseminating stories to a wider group, including all young people in schools. However, passing the stories on through oral means, as well as in written and multi-media form, is well worth considering. No one would deny that inviting an Aboriginal storyteller to your school to share these stories would be ideal. However, this is not always possible. With the emphasis in Australia on Aboriginal Studies programs at the primary, secondary and tertiary level, teachers and teacher librarians who are not of Aboriginal descent will frequently be in the position of being expected to present ideas, information, and stories about Aboriginal peoples as part of the teaching programs. Advice received from the Aboriginal Consultative Group to the New South Wales Department of School Education, and from Aboriginal people consulted at several workshops and conferences suggests that it is not inappropriate for an informed non-Aboriginal person (e.g. storyteller, teacher, teacher librarian) to share these stories with children as long as the integrity of the tale is preserved.

Advice also suggests that it is best to base these oral sharings on those stories which have already appeared in published form and received positive reviews, preferably by Aboriginal reviewers. In this way, the source of the story can be documented and it is less likely that Aboriginal taboos regarding restricted information will be violated. Once the story selection is complete, present the narrative with the necessary background and enthusiasm to make it understood, appreciated and enjoyed by children.

With special thanks to Sharon Galleguillos of the Aboriginal Education Unit, New South Wales Department of School Education.

REFERENCES

- Berndt, Catherine. *Pheasant and Kingfisher*. Gosford: Bookshelf Publishing Australia, 1987.
- Djugurba: Tales from the Spirit Time*. Canberra: Australian National University Press, 1974.
- Greene, Gracie; Tramacchi, Joe; and Gill, Lucille. *Tjarany/Roughtail: The Dreaming of the Roughtail Lizard and Other Stories*. Rev. ed. (Broome: Magabala Books, 1993)
- Hill, Marji. *Black Austrlia*. Canberra: Australian Insitute of Aboriginal Studies, 1975.
- . *Black Australia 2*. Canberra: Australian Institute of Aboriginal Studies, 1985.
- Kwork Kwork, the Green Frog and Other Tales from the Spirit Time*. Canberra: Australian National University Press, 1977.
- New South Wales Department of School Education. *Aboriginal Perspectives in History*. Sydney: The Department.
- Noonuccal, Oodgeroo. *Australian Legends of Our Land*. Sydney: Harcourt Brace Jovanovich, 1990.
- Paddy, Sandy & Esther. *Gadiman Jawal: the Gadiman Story*. Perth: Western Australian Museum, [n.d.].
- Sharpe, Elaine. *Yeye Apme Kwerlaye-Iperre: The Rainbow Serpent*. Alice Springs: Yipiriny (Yeperenye) School Council, 1988.
- Trezise, Percy. *The Cave Painters*. Sydney: Angus & Robertson, 1988, 1992.
- . *Children of the Great Lake*. Sydney: Angus & Robertson, 1992.
- . *Lasca and Her Pups*. Sydney: Angus & Robertson, 1990, 1991.
- Trezise, Percy and Roughsey, Dick. *The Magic Firesticks*. Sydney: Angus & Robertson, 1983.

'The Politics of Children's Literature.'

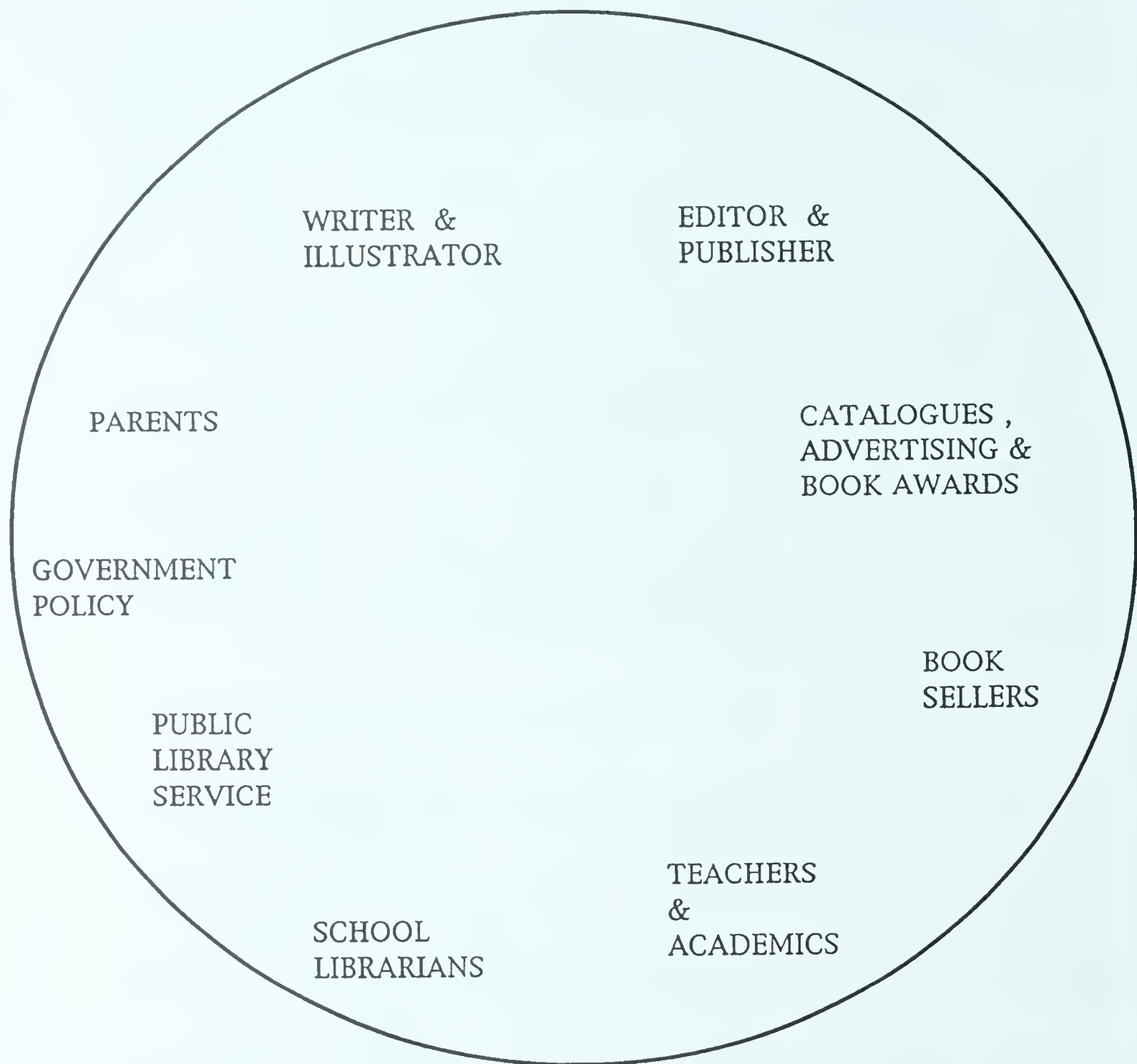
Dr.J.A.Webb, June 1993.

For the past four years I have been running Children's Literature courses and a Summer School at Worcester College of Higher Education. This has variously involved a great deal of discussion with publishers, writers, illustrators, librarians and teachers plus those involved in the commercial book world. The information contained herein has been gathered from these experts and academic sources. I would like to thank them for their enlightening and open conversation, particularly Chris Kloet, editor of Gollancz Children's Books, Julia MacRae, and Emma Marwood, manager of Waterstone's Bookshop, Worcester, England.

During the Spring of 1992 I spent six weeks working on a book review project with primary school children aged 5-11, and am currently supervising a group research project on the same theme. Some of the information from these projects is also incorporated into the paper.

Politics and Children's Literature would seemingly be two areas of thought which were incompatible. Politics being the administration of power, control, government and regulation, whilst Children's Literature embodies the freedom of the imagination at a period in life which Margaret Meek describes as 'literary innocence'(1). The lack of innocence of the writers of works for children has long been recognised in the awareness of embedded political perspectives, whether they be, for example, religious, social, or gender biased.(2) A host of interested parties, teachers, librarians, editors, not to forget responsible parents, each with their own set of criteria, read critically to guard the nature of the child's world of imagination. The world surrounding books for children would apparently focus upon literary and artistic merit, moral soundness, high ideals, whatever they might be. This, most sadly, is an overly innocent view, the dream of the idealist, for the dynamics of the practical world and the resultant political tensions militate against the interests of children and literary merit.

Who then is involved in this dynamic network? Which individuals and agencies play a part in the process of bringing a book to the child? The diagram below incorporates the influences in circular fashion for determination of the positional relationships is an impossible definition in the fluidity of reality.



A simplistic model would put the writer and the child in the most dominant positions, for without them the book could not exist. Ideally the child would be in a direct and unimpeded line of communication. However there is a range of influences which intervenes between the writer and the child audience/reader and potentially detracts from the power of the creation. The place of the child on the above diagram will be discussed in the latter stages of this paper.

The writer must publish the work. 'Which publisher?' is the next question, the answer to which raises a number of barriers. The choice in the U.K. is considerable, or is it? During the current period of recession the number of publishing houses is contracting. Large corporations dominate. The familiar, individual house which once displayed a particular identity may well be a small part of a large publishing machine, and therefore governed by

of a large publishing machine, and therefore governed by the business and literary requirements of the parent body. Individuality is eroded by corporate ownership. The independent style does not earn sufficient capital to survive in a highly competitive market. The career of the publisher Julia MacRae, as an exemplar of independence, is an exception, a testament to her determination, critical judgement, shrewd business sense and pertinent movement in and out of larger organisations.

The current nature of the publishing machine in the UK disempowers the author. The usual pattern is that a children's book pays by being printed initially in hardback and then the rights are sold to the paperback companies. The sales curve for a book to prove solvency is eighteen months. Warehouse storage space is so expensive that companies no longer carry extensive backlists. The cutting of backlists effectively acts as an instrument of widespread censorship by the publishing industry. The right for a book to exist is that it should meet high economic criteria, regardless of literary worth. The chances of future generations of children discovering and enjoying a rich literary heritage diminish with each cubic foot of storage space saved. The literary past is abandoned to silence.

The implication of a streamlined publishing industry for the professional writer is that a new book must be produced at least every one and a half years to stand a chance of economic survival under the present requirements, whilst the editor must be sure that the work will sell on to the paperback market. The relationship between editor and writer is driven by strong external influences. Large corporations have a fluid staffing pattern. The case of editors developing a close working relationship with writers is becoming more unusual. There are editors who still strive to work in a personal fashion, Julia MacRae, Chris Kloet, for example, who nurture and advise. The publishing system also works against them for the paperback and newer softback production companies can offer larger rewards due to their greater sales. In the words of an aggrieved editor of quality hardbacks, the paper and softback giants are 'gobbling up people nurtured by other houses'.

Opportunities for new writers are increasingly difficult to bring to fulfilment. Risk is an unpopular word where success is an instant demand. Throughout publishing history there are instances of major writers and recognised classical works being repeatedly rejected at the first stages, from the Brontes and Charlotte's famous tattered brown paper parcel, to William Golding's Lord of the Flies, to Samuel Beckett's play Waiting for Godot, which was kept waiting by forty four publishers before it was finally accepted. Conservatism is creeping into the limited opportunities which remain for the new author. The comment on the 1992 Mother Goose Award, which is given for the most promising new illustrator, highlights the current situation in the following assessment given by Sally Grindley :

"This was not a vintage year for the Mother Goose Award. There was a startling lack of innovation, and a sense that someone, somewhere is playing safe. Art schools, or publishers, or both?"(3)

Tried and tested soon becomes tired and overstretched as the pool of talent shrinks through lack of opportunity.

Marketing trends are therefore determining the rate of output which very often bears a direct relationship to quality. Aiden Chambers, in his speech at the IASL Conference in Belfast last year, spoke of the length of time required to consider and create a book; the personal case he quoted was that of fifteen years to complete a trilogy. Literature is not a production line profession, yet those are the conditions which the authors are being asked to work under if they want to survive the highly competitive short-lived market ethos of today. Certainly strategies can be employed to ease the problems, note the number of sequels, however the danger is that quality deteriorates under such pressures.

A strategy which does, however, readily spring to the British mind is that of widening the pool of available material by using the best of European children's books. Each springtide the Bologna Book Fair attracts the major publishers from across the continent, here must be the ideal opportunity to enable a rich cultural and literary mix, whilst using provenly successful writers. The reality is that each successive year fewer new children's books in translation are published in the UK. The figure for 1991 was under 10. The cost of translation plus the reader's fee are prohibitive, for that outlay is made before any decision is made upon the suitability of the text. The general practice is to buy European books not from our continental neighbours, but from the Americans who have purchased the items, translated them into American-English and then re-cycled them to the British who translate them into English-English! How close they are to the original would make an interesting study in cultural exchange. The mixing of markets, and therefore the multiplicity of market demand upon the writer becomes a dominant factor with regard to Europe, the UK and much further afield. A children's book is judged for viability upon whether it will sell on the home market; the large English speaking areas of America, Australia, New Zealand plus European and translation possibilities into Japanese, for instance.

The resultant books are on the whole retaining their sense of character, as long as that character translates within the boundaries of another culture. The censorial judgement of the editor is a strong element here when arranging such matters, particularly with illustrators. One English illustrator, Heather Buchanan, who specialises in architectural exactness, was prevented from including a Welsh cottage in her work because it would not have been acceptable to the wider requirements of the foreign readers. The result is on one hand a very bland cultural representation which rests nowhere in particular, and on the other a mis-match mix which incorporates elements

which are confusing for the adult who can define the roots, and must therefore be in danger of utterly confusing the child. An example of such an anomaly occurs in a widely distributed 1992 picture book from one of the major companies, which disturbingly introduces an old man dressed in the style of a Southern American Farmer, replete with straw hat and overalls, whereas the rest of the setting is clearly typically that of rural England. Muddle results in the mediocre and weak books, whilst in the best of work there is a learning experience in the melding of fact and fiction. The editor clearly has a role to play here in terms of stipulation of requirement and guidance.

Some writers and illustrators in the UK are dissatisfied with editorial and mass market constraints and are therefore circumventing publishers and setting up their own book production units. Time will tell as to the success of such ventures. One suspects that their efforts will be limited by the extent of their advertising power. Disseminating knowledge about children's books becomes increasingly difficult as the number of books escalates. There were seven thousand and six books for children published in the UK last year, which leads one to a consideration of book buyers, how they choose books, what are the sources of information available and how these dictate choice.

The sales route of a book depends upon the category of buyer, adult, child, teacher, or librarian. Bookshops divide roughly into high street generalist stores and the purer book shop. They may be but a short walk away from each other. The discerning buyer moving from the high street store to the specialist book shop, does so in the belief of gaining particular expertise from the book shop. Corporate ownership also dominates the world of selling. In most cases the book shop will be part of the high street chain, although such is not made obvious to the customer. Where such alliances impact upon the customer is in the quality and range of children's books available. Book shop managers are issued with a central core of books from the corporation supplies office. The same list applies to the high street store and the book shop. In effect most of the book shops in the UK are therefore making the same books available. Particular book shop managers have to fight hard to free themselves of the dominant core, and to fight also for the specialist children's book sales person. There are some independent alternative specialist children's booksellers scattered throughout the UK who refuse to be dictated to; their survival is precarious. Without specialist people we are thrown back upon extant knowledge, and exterior sources. The bulk of children's books are bought from shops during the period prior to Christmas, from the end of October to the holiday. Typically the sales over these few weeks equal that taken for adult books in an average week throughout the year in an equivalent shop. The conclusion to be drawn is that the majority of children's books bought from shops are presents bought by adults for children.

Choices are made on the knowledge of what the adults read as children, the strength of advertising, what is perceived to be good, the advice of the shop assistant and random selection. With current publishing and marketing considerations it is already becoming clear how the adult is controlled and disabled by the politics of the children's book world. The limitations on backlists will increasingly lead to a deterioration of the adult knowledge of children's books, as argued above, and therefore one of the most common approaches to book selection is nullified. The sharing of familiar and beloved books is also threatened; the adult recalling the love of their own childhood reading through known texts and imparting an extra quality of appreciation to the following generations. Communication becomes a central factor in a multiplicity of ways. The adult can no longer depend upon a body of prior knowledge, and the shop assistant may well be little better equipped than the customer, under these circumstances advertising is a most powerful force.

Where can the bewildered adult buyer look for guidance and information? Publisher's catalogues contain abstracts which are often written before the actual book has been completed, so great are the pressures of time upon the industry. They certainly do not seek to mislead, one wonders how well they are able to inform under such constraints. Readily available information about children's books is limited to a fifteen minute weekly BBC radio programme 'Treasure Islands' produced by Michael Rosen; albeit excellent, the time allocated is pitifully little out of the broadcasting year. In Sweden, for example, there is a regular and long running book review television programme for children, hosted by an academic, it is nevertheless a most popular source of information and entertainment for both children and adults. The medium which is so often accused of threatening the book is there being used as an effective means of promotion for non-commercial purposes.

Information regarding children's books obviously divides between commercial and non-commercial interests. Publisher's catalogues and the information disseminated by book clubs must be promotional, whereas non-commercial sources would seemingly be free from driving pressures. Educational and specialist journals, charitable foundations such as the Children's Book Trust, the library services which advise are still pulled into the commercial melee, for the children's book awards form a central focus in terms of guidance. The awards are mostly generated by the publishing industry and few include children as judges. An award indicates that the work 'is good'; how that value judgement is qualified remains a mystery to the non-specialist, yet the power of the award label is so great that paperback publications carry covers emblazoned with award medallions, indicating immediate selection for the buyer.

Selection criteria are of paramount importance in the current UK climate where the government is so dominating education through the formulation and re-

formulation of the National Curriculum. The constant change combined with a higher onus of responsibility upon the parent derived of nervousness about the quality of education their child is receiving is resulting in more books being bought for children which are perceived to be 'good'. The qualification for that 'goodness' is inclusion in the government recommended reading lists in the National Curriculum. Party political thinking is exerting a most direct power upon the imaginative lives of our children. Commerce and Politics are firmly linking hands in the literary world, especially under a government which believes in market forces. Bookshops are reporting sales levels of children's books which seem to be little affected by the recession; the customers being middle class parents who are wishing to supplement what they perceive to be educational needs.

Direct parental involvement in schools is often centred upon the library. The non-teaching school librarian is a rarity in secondary education, confined to the very largest of institutions, whilst primary school libraries are usually run by teachers who carry full teaching responsibilities apart from their library commitments. Parental help is therefore vital to the running of many school libraries. The teacher with special responsibility for the library, yet no specialist training, is therefore dependent upon the School's Library Service for specialist help. Shortly this service will have to be bought in by schools under changes in funding arrangements made by a government which believes in market forces. The average size primary school generally receives less than one pound per head per annum for expenditure upon library books. The projected cost of a School Library Service visit to provide a fresh source of books on a loan system will be equal if not in excess of the current average school expenditure upon library resourcing. At the moment schools are used to at least two such visits per year to maintain their book stock, additional to the current expenditure upon books.

This is a clear political pressure upon the quality of library maintenance in schools. Even more obvious are the cutbacks in library provision which are impoverishing the public service. The 1964 Libraries Act recognises a duty to provide an efficient and comprehensive service. Our Prime Minister, John Major, in a speech to his own constituents in 1992, declared that "Civilised nations open libraries", yet in 1993 the political dynamics of his government are destroying those dreams. Library provision is being severely cut due to budgetary constraints emanating from government decisions; opening hours are restricted, 62% of libraries now open for less than 10 hours per week, whilst the Sheffield Central Children's Library was threatened with closure.(4) The publication of the report 'Borrowed Time? The Future of Public Libraries in the United Kingdom' in June 1993, has highlighted the obvious threat and misunderstanding of the library service (5), yet there are also insidious covert changes which impact upon the quality of provision specifically for children.

As with bookshops, the tendency is to move away from the specialist trained Children's Librarian and to employ general assistants in the children's book area. Change in practice is also affecting book selection. Children's Librarians are being pressured to move toward selection from catalogues rather than reading the actual book. The implication is that the reading matter for children is so low profile that it can be recommended without even being seen. Needless to say there is strong resistance from the committed librarians on behalf of the children. Librarians, teachers, parents speak on behalf of children, and so do academics in developing the specialist subject area of Children's Literature. The development of research and theoretical consideration which brings literature for children on a par with that for adults can only be positive. Children's Literature should be subject to equal opportunities for study and not debarred on what are otherwise ageist criteria. (6)

Having widely scanned the world of Children's Literature what becomes so apparent is that ageist criteria are being employed, children are marginalised from knowledge about books which are being written for them. The 'Puffin Book Club Newsletter' is the only source of information available for children known at the time of producing this paper, and that, rightly so, has a specific commercial purpose. As far as I know there is no wide scale source of information produced by children, except for example the annual Smarties Book Prize, and that is aiming towards specific results. Children are the silenced group. The work of Mary Ann Paulin which was presented at the IASL Conference in Belfast last year, focussed upon producing child critics using the language of adult criticism. Perhaps there are ways in which a critical language for children may be developed to encompass the stages prior to the more sophisticated critical concepts required by literary analysis: ways in which the child may be politically empowered by being given a voice and an audience.

During the Spring of 1992 I carried out a short pilot research study looking at the ways in which children select books, what their knowledges are of books, and what they value and would like. This was designed very much as an investigative venture to look at considerations to underpin a doctoral study which will begin this coming September. The age groups targeted were 5-6 year olds and 10-11 year old children within the same primary school. The school already had a formal book review inclusion in their curriculum. For the young children it worked on a five star system referring only to whether the book was appreciated, not why, running on a scale from 'Brilliant' down to 'Yuck'. The results were recorded on a wall chart as paper stars. For the older children the requirement was a written report in a personal review book. The report including a resumee of the story and hopefully some opinion on the characters. Neither of the review processes involved other children or discussion with the teacher. The use of review techniques which equate to a soliloquy, I suspect, is not very different in most British schools.

Group discussion, (group sizes varied from 4 to 35), focussed initially upon what the children knew about books, what they needed to know, and why, and how that could be encompassed in an effective means of communication pertinent to the age and ability level. Knowledge about books was erratic, and this was a school which has a respected reputation for literacy in the locality. Selection by author was there amongst the older children, mostly they went for attractive covers and books where they could read the title. I Like Me was a popular selection, it was not, however a popularly acclaimed book following the reading, whereas Maurice's Mum was initially rejected because of the difficulty of the word 'Maurice', yet it was subsequently very much enjoyed for the inventive nature of the story and the number of good jokes in the text.

The emphasis was initially very much on talking about the books to other children. Confidence and enthusiasm high, we then moved on to the problems of disseminating information about books in a lively and interesting fashion. The traditional book review was not highly regarded as an effective tool, a new approach had to be conceived. The older class of 35 children read the picture books designed for the younger age group. This, in itself was a most enlightening exercise. For example, barriers were broken down, enabling the less able older readers to assume an equal status with their more fluently reading peers. The picture books were appreciated for their subtle qualities which are often recognised by adult readers. The children then decided to make a book review video. Methods of presentation were varied. One group composed a rap complete with original music on the theme of their book. Others read the story to camera, selecting points at which the camera panned in a close up using the text directly; whilst others acted parts of the story. The dramatic element developed more fully in other areas where the children assumed comic personas of well known television personalities gathered together to discuss the books. There were agreed criteria, that the title and author should be clearly communicated.

Clear communication need not necessarily be dependent upon words. An infant's school teacher is currently working on the book review project. She has 4-5 year old children in an educationally deprived urban school which also draws upon a disadvantaged rural area. The young children there are communicating their energies and thoughts about the books to other children through pictures. They draw a response, it may be from the text, or allied, using very much their own style. Appropriate words are added in consultation with the child. The review art is then displayed with the book available for children to read. High levels of interest are being generated by these procedures, interest from the children about books; communicating ideas.

Communication is the way to break through the stifling atmosphere of political control. Hopefully the

Book Review Project will establish networks of communication between schools. There are already seven involved in the early research stages. Wider benefits continue to evolve. The teachers are more assured of their selection and literary criteria whilst gaining a more expert knowledge of current publications, for the books reviewed by the children as part of this project are all up to date publications provided by the publishers. Interest levels in the pilot schools are high, children making greater efforts with their reading, seeing an outcome, communicating their thoughts and feelings, wanting to use the library for they have an ownership in the ongoing active processes which are affecting their environment. The oppressions of control and ignorance which have been reviewed in the early stages of this paper are being attacked. In conclusion the dream of this dynamic enterprise is knowledge, a democratic approach and giving children their voice in the complex of the world of Children's Literature, a world they should so freely share with adults.

Dr. Jean Webb, June 1993

References and notes.

1. M. Meek (1977) The Cool Web Bodley Head p.10.
2. See for example
 B. Dixon (1977) Catching Them Young 1: Sex Race & Class in Children's Fiction Pluto
 B. Dixon (1977) Catching Them Young 2 Political Ideas in Children's Fiction Pluto
 A. Lurie (1989) Don't Tell the Grown-Ups Bloomsbury
Books For Keeps May 1993 R. Leeson 'The P.E.N. Ultima' report on 'political correctness' as enforced upon writers by the publishing industry.
3. Books For Keeps May 1993 No.80 Sally Grindley 'The Mother Goose Award.'
4. BBC television June 1993 'Open Space' programme on the threat to the national library provision compiled by the Association of Assistant Librarians and the Information and Library Studies Library at the University of Wales, Aberystwyth.
5. 'The Guardian' June 24th, 1993, p.2 'Librarians told to turn over a new leaf' and Leader comment, 'Closed minds closed books' p.25.
6. P. Hunt (ed.) (1990) Children's Literature Routledge p.148; Lissa Paul 'Enigma Variations: What Feminist Theory Knows About Children's Literature'.

CENSORSHIP: WHAT IS IT AND HOW SHOULD WE DEAL WITH IT?

Claire Louise Williams, Hunter Institute of Technology, Newcastle
Ken Dillon, Charles Sturt University, Riverina.

(Presented by Ken Dillon.)

What is censorship or, more pointedly, what the **** is censorship? (Solly & Cutler, 1975:4)

In this paper, we will try to answer that question, amongst others. We're interested in the issue of censorship of children's books in schools, and we have researched it for a book which was published earlier this year (Williams & Dillon, 1993). We speak from the perspectives of teacher, librarian and teacher-librarian. We feel that the issue of censorship is vital but has been neglected. To state our position baldly, we believe that censorship is anathema to the proper practice of modern education and librarianship.

We will begin with a look at the use and meaning of the term 'censorship' and some relevant philosophy, history and law. We'll attempt to answer the question, "Why should the issue of censorship concern us?" Then we will deal with the questions "Who are the censors?", "What is censored?" and "What can we do about it?" This part of the paper is largely based on the results of a survey of 145 practising teacher-librarians in NSW and Victoria undertaken in 1991.

We'll then organise you into small groups to look at some case studies and report back to the whole group on your conclusions. Now that should focus the mind!

So, what is censorship? Along with its colloquial form - banning - it is a term that is often used, usually incorrectly and often emotively. The commercial television stations claimed earlier this year, for example, that the Australian Broadcasting Tribunal was - great sacrilege! - banning Fat Cat and Skippy the Bush Kangaroo. This was quite untrue, and they knew it, but the resulting media feeding frenzy was favourable to their interests: it was recommended that the ABT's rules for children's television be watered down, that its membership be largely or entirely replaced, and that it be moved to Canberra, closer to the watchful eyes of pragmatic bureaucrats (Burton, 1992:2).

Those who write and speak about censorship rarely bother to define their terms and often use them loosely and improperly. The word censor comes from the Latin censere meaning to tax or rate. In Ancient Rome, the office of censor was established by the state in 443BC. Censors went from home to home collecting demographic information for the census and also conducted surveillance, checking and reporting on the behaviour of the citizenry. Immoral behaviour could lead to loss of status and rights.

The Concise Oxford Dictionary of Current English (Fowler and Fowler, 1964:193) has it that censors are concerned with:

supervising public morals,...expressing opinions on others' morals and conduct;...official licensing or suppressing as immoral, seditious, or inopportune, books, plays, letters, news, or military intelligence...

So censorship is fundamentally moral and authoritarian: it seeks to regulate the behaviour of others in accordance with fixed ideas of right and wrong.

As well, censorship is conscious and deliberate; it is not possible to censor accidentally, incidentally or unknowingly, a point made clear in the American Library Association's definition:

Censorship is the conscious effort of an individual, group or government agency... to prevent access to whatever is available to be read, seen or heard. The motivations - covert and overt - for censorship are as diverse as its means of manifestation but may be generalized as being usually based on the professed attempt to protect or maintain particular standards of morality, to guard the national security, or to assure only a one-sided presentation of volatile social, political or economic issues (Wedgeworth,1980:124).

Censorship, then, is moral, authoritarian, conscious and deliberate. Yet consider this selection of ill-informed claims from the literature of librarianship:

...the only people who are really not censors are those who don't care about ideas...(Krug,1985:170)

Every time I decide to buy this book and not that book, I censor the reading material available to the public (Hole,1984:151)

...selection is censorship (Cockburn et al,1986:96)

Another feature of censorship is its negativity. This is what sets it apart from selection. Censorship and selection of resources are easily confused because their effects are often identical, but the intentions behind them are very different:

[the selector] looks for the values, strengths and obvious virtues in a work, while the censor seeks out the objectionable features. The selector looks for reasons to include a book; a censor finds reasons to exclude it... The selector presumes liberty of thought, the censor favors thought-control. Ultimately the selector has faith in the intelligence of the reader, the censor only in his [sic] own (Asheim,1983:180-4).

It is not censorship, then, to select texts that are well written and modern in their concerns and values, in preference to those which are anachronistic and poorly written. Indeed, it is our professional duty to do so! It is censorship, however, to reject Julie Vivas' The Nativity on the grounds that the local church might not like the depiction of Mary, or Gillian Rubinstein's Beyond the Labyrinth because you are offended by the word 'fuck', or Kate Walker's Peter because you think homosexuality is too confronting for your community.[1]

Censorship can operate on a number of levels. The most obvious is the formal, public operation of law which I will discuss later. The least obvious but, we believe, most powerful and pervasive, is the informal, private, and often hidden practice of what has been termed 'self-censorship'. Self-censorship has often occurred when readers are prevented from gaining full access to materials because they have been modified by erasure or other alterations, or because they have deliberately not been acquired in the first place. We have found evidence of self-censorship being exercised by librarians, teachers and others for a variety of reasons but most usually to avoid possible conflict with other adults - parents, the principal, community leaders - who, it is feared, might disapprove of the materials in question. Sometimes this self-censorship is disguised as selection, but it is censorship nevertheless, fulfilling all of the criteria: it is moral, authoritarian, conscious, deliberate and essentially negative. It is also cowardly, betraying a lack of confidence in one's professional judgements and a lack of commitment to the principles on which modern librarianship and education rest.

Philosophically, modern librarianship is firmly based in the liberal tradition of opposition to censorship. In On Liberty (1859), John Stuart Mill presented a classic case for freedom of speech, arguing that it was an essential expression of individual freedom, which was, in turn, fundamental to the proper functioning of an enlightened and efficient society:

...human liberty... comprises, first, the inward domain of consciousness; demanding liberty of conscience in the most comprehensive sense; liberty of

thought and feeling; absolute freedom of opinion and sentiment on all subjects, practical or speculative, scientific, moral, or theological. The liberty of expressing and publishing opinions may seem to fall under a different principle, since it belongs to that part of the conduct of an individual which concerns other people; but, being almost of as much importance as the liberty of thought itself, and resting in great part on the same reasons, is practically inseparable from it (Chipman, 1984:16).

Library associations in Australia and elsewhere clearly follow this liberal tradition but some of their philosophical pronouncements suggest libertarianism rather than liberalism. The naive definition of intellectual freedom given by the American Library Association in its Intellectual Freedom Manual for example, is properly rejected by librarians, in deed if not in word, as unworkable:

...intellectual freedom means the right of any person to hold any belief whatever on any subject, and to express such beliefs or ideas in whatever way the person believes appropriate... Intellectual freedom is freedom of the mind, and as such, it is not only a personal liberty, but also a prerequisite for all freedoms leading to action. Moreover, it is an essential part of the mechanism of government by the people... (American Library Association, 1989)

Others reject the notion of intellectual freedom on political grounds: it appears indiscriminately to provide a platform for all ideas, however outmoded, unattractive or even anti-social, but is essentially conservative because it fails to intervene to challenge the dominance of established ideas. Such critics argue that librarians have a 'social responsibility' to foster alternative ideas and values that promote social change and that they must tailor their collections accordingly (MacCann, 1989).

Some philosophical statements, however, are informed and workable. The Australian Library and Information Association (1992:86), for example, has a "Statement on Freedom to Read" which is based on the belief that:

...freedom can be protected in a democratic society only if its citizens have access to information and ideas through books and other sources of information.

This Statement recognises that librarians have a responsibility 'to cater for interest in all relevant facets of knowledge, literature and contemporary issues, including those of a controversial nature' and accordingly asserts that:

A librarian should not exercise censorship in the selection of materials by rejecting on moral, political, racial or religious grounds alone material which is otherwise relevant and meets the standards...

Importantly, the statement specifically includes young people:

A librarian should uphold the right of all Australians to have access to library services and materials and should not discriminate against users on the grounds of age...

The question of children's rights has a bearing on our discussion today. In our society and others there has been a reluctance to extend to children the rights and benefits enjoyed by adults, but the legal and ethical status of this exclusion has attracted increasing scrutiny. Article 19 of the "Universal Declaration of Human Rights", which was proclaimed in 1948 and to which Australia was a signatory, states that:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The First Amendment to the Constitution of the United States (1791) provides a guarantee of the right to free speech, both oral and written, and a Supreme Court judgement has held that:

First Amendment rights, applied in the light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate (Armstrong, 1976:261).

Australia's recent ratification of the United Nations Convention on the Rights of the Child prompted public debate on the question of children's rights - most passionate from those who seem to see in children's powerlessness the only means of shoring up parental authority - but the issue is yet to receive much scholarly attention. We would argue that a de facto, extra-legal, if not illegal, denial of children's rights to freedom of speech is being perpetrated in our society on a daily basis. In the schools, those responsible are, in the main, teacher-librarians, teachers and principals. This amounts to a civil rights abuse of worrying proportions.

History reveals that censorship is an enduring feature of all societies. It has been suggested that the question we should ask of any society at any particular time is not 'Is there censorship?' but rather 'What kind of censorship?' (Jansen, 1988:25). Freud noted, for example, that it is a mark of the advance of civilization when men are no longer burned - merely their books (Jansen, 1988:20).

Censors appear to be most active when they perceive a threat to their ideas, values, and, not least, power and material concerns. Censorship is enforced most rigorously at times of civil unrest and social insecurity. Wartime censorship, for example, is particularly severe. This may help to explain the particular difficulties which have been faced by proponents of free speech in Australia, given our country's origin as a penal colony characterised by state/military authoritarianism and imposed social conformity. Appropriate imagery is suggested by the term 'the violence of censorship' which Michael Pollak (1990) uses throughout his historical account of censorship in Australia.

Writers, artists and, more recently, filmmakers have encountered enormous difficulty with censors in this country and I refresh your memory with the mention of some very recent sources of contention: Scales of Justice, The Last Temptation of Christ, Spycatcher, Final Exit, American Psycho, the paintings of Juan Davila, and, in regard to school texts, Forever, The Removalists, The Chant of Jimmy Blacksmith, Equus and The Treatment and the Cure.

Censorship law in Australia gives certain governmental officials the power to prohibit, restrict or alter materials deemed offensive. They are located in the Customs Department which controls the importation of materials into the country, the various state Attorney-Generals Departments, police departments, and the federal Office of Film and Literature Classification and Film and Literature Board of Review. Censorship laws have been liberalised over the past twenty years and Government policy is now that :

...adults should have the right to make their own decisions about what they view, but... people should generally be protected from exposure to unsolicited material offensive to them and, in the case of children, harmful to them (Office of Film and Literature Classification, 1990).

The paternalistic notion of protection is fundamental to censorship law, and as this quote indicates, children are seen to be in special, additional need of protection - from harm. In the past, women, the working class (especially servants), and indigenous people have been similarly targeted. It is no coincidence that all are marginal and relatively powerless groups who, when they were not being 'protected' in a variety of ways, were often being subdued. Protection is, in other words, very often authoritarianism masquerading as benevolence.

Regardless of liberal statements of government policy, adults do not enjoy the freedom to read, write, speak and view what we choose in Australia today. On the contrary, there is a whole range of powerful provisions outside censorship legislation which limits our right to express and access ideas. Former Federal Attorney-General Senator Gareth Evans described the situation in 1984. It remains as true today:

At the moment there is no effective right to free speech at all... Free speech is simply what's left over when you take out the law of blasphemy and defamation, of insulting and abusive words and contempt of court and a dozen other things. (Sun-Herald, 1984:36)

Why does it matter that we lack such freedom? Robert Pullan (1984:10-11) argues that there are four arguments in support of free speech:

- First, free speech is essential for individual fulfilment...
- Second, free speech is inherent in the process of discovering truth and advancing knowledge...
- Third, free speech is essential for democratic participation in decision-making...
- Fourth, free speech is essential to achieving change peacefully...

If these arguments pertain to adults, and I think we would all agree they do, then do they not also pertain to those under the age of eighteen? Indeed, the arguments seem to parallel the very rationale of education in our schools: promoting 'individual fulfilment' and the process of 'discovering truth and advancing knowledge', and at least preparing students to participate in democratic decision-making and 'achieving change peacefully'. In other words, students need to enjoy freedom of speech, including the fruits of the free speech of others in written form, for the same reasons that adults do, and perhaps they have even more of a claim as their very identity resides in their location within the education process, in their state of 'becoming' (adults and citizens), rather than 'being'.

It seems perplexing, then, that students are subject not only to the same legal constraints as adults, but also to additional legal constraints as minors - a separate legal category - for example in regard to access to certain publications and films through the classification system. Most improper and indefensible, however, are the still further constraints imposed on students' freedoms, often in an arbitrary and secret manner, by those very individuals responsible for their education: the teacher-librarians, teachers and principals in our schools.

Censorship in schools matters, then, because it constitutes a breach of our professional responsibilities as teacher-librarians and teachers. The fact that so many foolishly brand themselves censors when what they are doing is selecting, while others dupe themselves into believing that by self-censoring they are avoiding censorship, reveals that amongst practitioners there is disturbing ignorance of an issue of fundamental importance. This is reflected, too, in the theoretical weakness of much of the writing in the area. We owe it to our students, our profession(s) and society as a whole to be open and accountable in the way we determine the suitability of materials for use in the schools, and to be sufficiently informed to have confidence in those decisions and the courage to stand by them.

Anecdotal evidence and media reports indicate that many teacher-librarians face difficulties with what have been called 'problem materials' in their school libraries. The key question is, however, for whom are these materials a problem? Are the readers - the students - objecting to materials held in the collection or are others - adults - objecting on their behalf? What reasons do would-be censors put forward for their actions? What are the best ways of defending the resources in our schools?

In order to find answers to these questions, we conducted a survey of censorship in Australian school libraries. Questionnaires were distributed to consenting practising teacher-librarians who attended either of two ALIA (Australian Library and Information Association) Schools Section (NSW Group) seminars on collection development in 1991 [2] or who were distance education students enrolled in the Graduate Diploma of Education (Teacher Librarianship) at Charles Sturt University-Riverina. Most respondents were from NSW or Victoria although teacher-librarians in some randomly selected schools in each of the remaining states and territories were also sent questionnaires for completion. Notwithstanding these attempts to make the survey representative of a broad cross-section of Australian teacher-librarians, we do not claim that the results are generalisable to all school libraries in Australia. Rather, they suggest some indications which might serve usefully as a basis for more rigorous investigation at a later date.

The instrument itself was adapted from a design used by McDonald and Stark (1983), and it asked questions about

1. the existence of a policy for handling challenges to resources
2. the personnel involved in developing policy and responding to challenges
3. challenges to resources in schools in the previous five years: their type, source, rationale, outcome and trends.

The last question invited respondents to add further comments. Two hundred questionnaires were distributed and 145 were completed and returned, a satisfactory response rate of 72.5%. You will note that we followed the standard research practice of using the term 'challenge' in preference to 'censorship' in the survey. There were a number of reasons for this. One is that the term censorship implies a successful challenge, while we were interested in all challenges, successful and not. Further, we felt that the term censorship is rather emotive, with a negative connotation that might have deterred respondents from being as candid as they might otherwise have been in their comments.

In summary, the findings of the survey suggest that:

1. challenges are common in Australian school libraries. More than half of the teacher-librarians (82 or 56.5%) reported challenges to materials in the school libraries in which they worked in the previous five years;
2. censors are successful: most of the 105 resources challenged (68 or 66.7%) were removed, restricted or physically altered in some way;
3. policy for dealing with challenges is weak and ineffective: policy is often non-existent, and where it does exist it is often unwritten, developed without collaboration with others, not endorsed by the school, and not followed.
4. the rate of challenges to school library resources has remained almost unchanged over the past five years.

What is challenged?

Respondents reported 105 challenges to 102 resources. By far the most frequently challenged resources were fiction books (64.7%) followed by non-fiction books (26.6%)

Why?

Seventy of the challenges (66.7%) were made on the grounds of morality (27), obscenity (24) or profanity (19). (No definition of these terms was given or sought.) A checklist of 21 grounds was provided and all were marked except for 'abortion', 'anti-Australian', 'drugs' and 'racism.' Reasons cited in the 'other' category were 'poor quality of writing', 'caused nightmares', 'suicide', 'incest', 'poor taste', 'grossness', 'triteness', 'anti-teacher', 'challenges accepted views', 'fantasy', 'showed mother in non-traditional role', 'unsuitable subject matter', and 'didn't like women bearing self-defence weapons'.

By whom?

Parents were responsible for the largest number of challenges to materials (52 or 49.5%). A surprising finding, however, was the number of challenges emanating from within the school itself - from principals, teachers, library clerical staff, other school staff and teacher-librarians themselves! (46 or 43.8%). Teacher-librarians are responsible for 7.6% of all challenges reported, but by far the most active single group is classroom teachers who are around three times as likely as principals and teacher-librarians to initiate complaints.

Other challengers cited were an Evangelical Fundamentalist Church Group, the Director-General of Education (NSW), a student teacher and a Principal's spouse.

Who determines the outcome?

In the main, principals. Teacher-librarians comprised the largest single group involved in making decisions about the fate of challenged items (86 or 94.5%) but the responsibility for a final decision lay with the principal in 68 or 74.7% of cases and with the teacher-librarian in only 40 or 43.9% of reported instances. Teacher-librarians and principals were jointly responsible for the final decision in 17.4% of cases. A major finding of this survey is that principals play a decisive role in challenges - both in defence of student's intellectual freedom and as censors of school library materials.

What is the outcome?

Of the 102 resources challenged, only 33 (32.3%) were retained and 68 (66.7%) were removed, restricted or physically altered in some way, including labelling. In the remaining case a decision was pending.

Challenges from parents led to removal of an item in 43% of cases. School staff had more influence: 54% of their challenges led to removal.

Is a policy helpful?

If outcome is any measure, we are led to question the efficacy of policies for dealing with challenges to resources. Barely one half of the respondents (75 or 51.7%) reported that they had a written policy, but they were no more successful in defending resources than those without a policy. Whether there was a policy or not, only one-third of resources were retained and two-thirds were removed, restricted or altered. How can we explain this? It seems significant that fewer than half of the policies were written in collaboration with others - principals, teachers and parents, for example; that one third of the policies had not been endorsed by the school board, council, or other governing body; and that little more than a quarter of the policies were followed fully.

Are challenges more common now?

Of the 88 teacher-librarians who responded to this question, 72.7% (64) reported that the incidence of challenges to materials over the past five years has remained static.

Many of the respondents took up the invitation of the final part of the survey: "Add any other comments which you wish to make on this subject." This elicited some strong anti-censorship statements from teacher-librarians:

I am very concerned about the way in which teacher-librarians censor materials they choose for the library. At a recent meeting I was shocked to hear my colleagues state that they would not buy a book that contained 'swear words' or 'sex' or 'drugs' or anything 'immoral'. I feel that censorship is taking place at the selection level and therefore few challenges are taking place

and some ideas for dealing with censorship attempts:

A written policy for the handling of challenges to library material is essential so that minority groups cannot manipulate the collection.

A number of respondents, however, took the opportunity to explain why there was no problem with censorship in their school libraries: because they made it a point not to select possibly controversial materials in the first place! The following responses illustrate this phenomenon of self-censorship:

Censorship, fortunately, has never been an issue at this school. At the same time there is not too much in the library which could be objected to as the limited funds do not provide for enough 'controversial' choices.

Due to selection policy materials that could be controversial are not purchased - thus low rate of challenges.

I probably try to avoid confrontation by selecting materials that are not too controversial, This is a Private School.

Other studies have revealed the same practices. Jenkinson (1986:15) writes of Canada:

The principal of a rural K-12 school admitted, 'I have on a number of occasions destroyed books I felt did not reflect the community's nor my own personal taste or values...' A vice-principal in a rural (Grade) 4 to 8 school could say that his school had no complaints in 21 years because 'in my capacity as vice-principal, I try to ensure that books which would cause controversy are never placed in the library'.

What is disturbing about these findings is that some key people in our schools have so little understanding of censorship that they do not recognise it when it occurs, indeed, when they themselves perpetrate it. It is clear that avoiding controversial materials in this way is not avoiding censorship at all - it is promoting it.

Other comments elicited by our survey, however, suggest that this lack of understanding of censorship also works in the opposite way: that is, valid selection practices are sometimes represented as censorship. For example, one respondent wrote of how she 'censored' some apparently unsuitable material:

One of last years HSC students gave to the school his collection of 5 or 6 black-magic-with-murder-violence-and-sadism books. He was properly thanked for his generosity. The books were placed in the workroom and they have collected dust ever since. (Officially I have not had the time to catalogue them.) Perhaps, one day, after a decent period of time, they will fall into a garbage bin??

Three main grounds for concern arise from the findings:

1. the high incidence of reported censorship;
2. the high incidence of reported censorship originating within the school and especially within the library itself;
3. the apparent lack of understanding of the concept of censorship which leads to both unacknowledged additional censorship in the form of self-censorship and improper attribution of the term censorship to valid selection practices. The question is, then, what can we do to prepare for challenges and deal with them when they happen?

First, we need to understand what censorship is and how it differs from the professional task of selection, which I dealt with earlier. We should aim to build collections that will "instruct, challenge, stimulate, present new ideas to users, and entertain" (Holter, 1986:170-171) because:

...good education must stimulate controversy; blandness produces nothing but bland students (Curley and Broderick, 1985:152-3).

Part of understanding what censorship is means recognising that not all criticism or questioning of library practices constitutes censorship. Indeed, it is desirable to stimulate interest in the library from different quarters and constructive comments about the collection should be welcomed.

Second, we need to understand who the censors are and what motivates them. Empathy is important:

To understand a censor you have to wrap yourself in that person's conscience. You have to accept the fact that the concerns of the censor are real and heartfelt. Librarians should recognize that it takes 'guts' to act against convention and institution... The censor may be motivated by beliefs totally alien to yours, or to the majority of the citizens, but he or she retains the right to hold and profess those beliefs (Poppel and Ashley, 1986:41).

McClure (1983:22-25) identifies three motives of the would-be censor: the moral, the psychological and the sociological, and sees problems with each:

The moral argument denotes personal behavior and connotes righteousness as defined by the teachings of religion. It is clear, however, that morals are only partly determined by religious standards; economic, class, cultural and political factors also enter into the formation of a society's morals.

The emphasis of the psychological motive is upon concern for the mental and emotional well being of the child. These standards too, are complex, derived from tradition and over-wrought with concern for local and contemporary problems and enthusiasms (for example, one culture may instill the psychological traits necessary for independence, another those necessary for co-operation.)

The sociological motive for censorship arises from the urge to advance or protect the concerns of one segment of society over the concerns or prejudices of other segments. For example, the charges of sexism [and] racism...fall into the sociological category. Further, censors often object to books depicting violent or other socially proscribed behavior...

Sometimes the motives coalesce. The Chocolate War by Robert Cormier has been charged with presenting a warped and libelous view of the members of a religious brotherhood, depressing children and giving them a sense of hopelessness, and depicting excessive, and excessively realistic violence.

We generally associate censorship with political conservatism, but McClure's reference to the 'sociological motive' reminds us that challenges sometimes come from the other end of the political spectrum: from those who wish to see the library and the school take a more considered role in both reflecting and promoting social change.

The 'psychological motive' refers to censors' commonly professed desire to protect children from harm. As we argued earlier, protection is often authoritarianism masquerading as benevolence, and there are, indeed, grounds for scepticism here. Adults' identity and power have always been dependent on excluding children from knowledge of different types:

...as the concept of childhood developed, society began to collect a rich content of secrets to be kept from the young: secrets about sexual relations, but also about money, about violence, about illness, about death, about social relations. There even developed language secrets - that is, a store of words not to be spoken in the presence of children...Eventually, knowledge of these cultural secrets became one of the distinguishing characteristics of adulthood, so that... one of the important differences between the child and the adult has been that adults were in possession of information that was not considered suitable for children to know. As children moved toward adulthood we revealed these secrets to them in stages... (Postman, 1983:48-9)

Who are we protecting, exactly, by denying children access to certain information? Are we protecting them when we refuse to stock materials that deal with issues like AIDS, contraception, child abuse and incest? These may offend middle class adult sensibilities, but they can be a matter of life and death for young people, especially those from disadvantaged backgrounds.

It is difficult to justify 'protecting' children from certain ideas, issues and practices as they are represented in books when the mass media are saturated with representations of death, destruction, exploitation and injustice and children's access to them is wide open. Arguably, exposure to a wide range of materials, including controversial materials, especially in the positive environment of the library or classroom, can contribute to critical thinking skills and encourage readers to form their own opinions about issues which affect them.

Who are the censors? We tend to think of censors as organised groups outside the school community, and there is evidence of increasing activity on the part of extreme conservative organizations in the past decade. These are minority groups which can exert inordinate influence because of their organizational skills and the key positioning of some of their leaders, for example, Rev. Fred and Elaine Nile of the Call to Australia Party (the political wing of the fundamentalist Festival of Light) who share the balance of power in the New South Wales Upper House. The importance of such groups should not be underestimated, but, as we have shown, we need also to look to the censors within the school system and deal with the problem of self-censorship.

What are the best ways of defending the resources in our schools? We need to develop strategies to prevent challenges and strategies to deal with them when they do occur. Nowhere in teacher-librarianship is the adage 'forewarned is forearmed' more applicable than in the area of censorship. One of the most effective defences against the would-be censor is the collaboratively formulated and 'owned' selection policy. Even so, the best preparation will not deter the censor if they are determined and procedures for dealing with complaints on a formal level need to be carefully thought out and set down in writing. In the same way that individuals may insure their homes, teacher-librarians should consider appropriate policy and procedures as 'insurance' for preserving the 'integrity' of the school library collection.

A selection policy is essential. In order to be effective, it must be written. (It is extraordinary how many teacher-librarians claim to have an unwritten policy - about as useful as an unsigned cheque, we would have thought!) It must also be endorsed by the powers-that-be: the school

board or council or whatever. It must also be collaboratively developed so that it benefits from the input and the support of a range of people both inside and outside the school. Such support, especially from parents and others in the community, can be vital in the event of a challenge. This strategy requires teacher-librarians to know their community - its special features and needs - and to be responsive to these. The policy, then, must be flexible, and must be reviewed periodically.

Clearly, the value of a selection policy is not limited to the battle with censors: it both reflects and promotes professional practice in the broadest way:

Responsible selection or rejection by the teacher-librarian is the natural upshot of the development of a good working policy statement and selection policy, clearly outlining the criteria for selection which has been developed with and is endorsed by principal, staff and school community. This should not be seen as a shield behind which one may operate with impunity but as an essential framework for daily activity (Hart and Beedell, 1985:52).

When challenges occur, it is advisable to attempt to deal with them informally in the first instance. Talking to the complainant in a friendly manner, listening carefully to them, showing respect for their concerns and explaining policy is a good way to begin, and may well lead to an immediate resolution. If informal resolution is not possible, formal steps need to be taken. Complaints forms can be useful in helping complainants to clarify their concerns but they should not be used in the first instance and they should never be used in order to silence complainants or intimidate them. Complainants have a right to know how their complaint will be dealt with, by whom, over which period of time, and if a review of an unsatisfactory outcome is available.

Teacher-librarians and teachers, then, should be open and welcome the interest and involvement of members of the school and wider community in their collections, even if this sometimes means dealing with difficult questions. We should be sensitive and courteous in responding to challenges. But, above all, we need to understand what censorship is and why our commitment must ultimately be to intellectual freedom. If we are informed and prepared, we should also have confidence in our professional judgements, and the courage to defend them.

NOTES

[1] See Clyde, L. and Lobban, M. (1992) Out of the Closet and Into the Classroom: Homosexuality in Books for Young People, Port Melbourne, Vic, ALIA Press/ D.W. Thorpe.

[2] The seminars were conducted in Lavington (Albury) on April 20, 1991 and at Sydney Grammar School on June 15, 1991.

REFERENCES:

American Library Association, Office for Intellectual Freedom (1989) Intellectual Freedom Manual (3rd ed), Chicago, The Association.

Armstrong, R. (1976) "Student Rights and Involvement" in S. E. Goodman (ed) Handbook on Contemporary Education, New York, Bowker, pp.261-265.

Asheim, L. (1983) "Selection and Censorship: A Reappraisal", Wilson Library Bulletin, 58:3, pp.180-184.

Australian Library and Information Association (1992) ALIA Handbook 1991-1992, Canberra, The Association.

- Burton, T. (1992) "ABT to relax rules for children's TV", Sydney Morning Herald, 16 March, p. 2.
- Chipman, L. (1984) "The Zealots: Australia's Thought Police", Quadrant, 28:5, pp.16-28.
- Cockburn, S. et al (1983) "Censorship", Challenge and Response: Proceedings of the 22nd Biennial Conference of the Library Association of Australia, Sydney, The Association, pp.87-102.
- Curley, A. and Broderick, D. (1985) Building Library Collections (6th ed), Metuchen, NJ., Scarecrow.
- Fowler, H. and Fowler, F. (1964) The Concise Oxford Dictionary of Current English (5th ed. rev.), Oxford, Clarendon.
- Hart, J. and Beedell, A. (1985) "Censorship", Scan, 2, pp.44-54.
- Hole, C. (1984) "Who me, censor?" Top of the News, 40:2, pp.147-153.
- Holter, C. (1986) "Selecting Books for Young Adults...A Considerable Responsibility", Catholic Library World, 57:4, pp.170-171.
- Jansen, S. (1988) Censorship: The Knot That Binds Power and Knowledge, New York, Oxford University Press.
- Jenkinson, D. (1986) "Censorship Iceberg: Results of a Survey of Challenges in Public and School Libraries", Canadian Library Journal, 43:1, pp.7-21.
- Krug, J. (1985) "Intellectual Freedom" in ALA Yearbook of Library and Information Services, Chicago, American Library Association, pp.166-171.
- MacCann, D. (ed) (1989) Social Responsibility in Librarianship: Essays in Equality, Jefferson, NC., McFarland.
- McClure, A. (1983) "Censorship", Children's Literature Association Quarterly, 8:1, pp.22-25.
- McDonald, F. and Stark, M. (1983) A Report of a Survey on Censorship in Public Elementary and High School Libraries and Public Libraries in Minnesota, Minneapolis, Minnesota Civil Liberties Union.
- Office of Film and Literature Classification and Film and Literature Board of Review (1990) Reports on Activities 1989-1990, Canberra, AGPS.
- Pollak, M. (1990) Sense and Censorship: Commentaries on Censorship Violence in Australia, Balgowlah, NSW, Reed.
- Poppel, N. and Ashley, E. (1986) "Toward an Understanding of the Censor", Library Journal, 111:12, pp.39-43.
- Postman, N. (1983) The Disappearance of Childhood, London, W.H. Allen.
- Pullan, R. (1984) Guilty Secrets: Free Speech in Australia, North Ryde, NSW, Methuen.
- Solly, S. and Cutler, T. (1975) To Deprave and Corrupt: Censorship in Australia, Windsor, Vic, Lloyd O'Neill.
- Sun-Herald (1984) 13 May: p.36.
- Wedgeworth, R. (ed) (1980) ALA World Encyclopedia of Library and Information Services Chicago, American Library Association.
- Williams, C. and Dillon, K. (1993) Brought to Book: Censorship and School Libraries in Australia, Melbourne, ALIA Press/DW Thorpe.

Across the Curriculum: Across the World
by
Blanche Woolls, Professor
School of Library and Information Science
University of Pittsburgh

It is my pleasure today to speak to you as a member of the International Association of School Librarians and also as President of the American Association of School Librarians, one of the eleven divisions of the American Library Association. I plan to discuss very briefly changes across the curriculum and across the world at A.A.S.L. Then, suggestions will be made for changes in your approach to your role as a school librarian that will make changes in your professional lives. Some of these changes will be placed in the context of multi-cultural experiences for children at all grades and stages, changes that must occur in their lives as they prepare for the changes they will meet in the next century. I will end with an invitation to visit the University of Pittsburgh next year when IASL meets there. But first, changes at AASL.

Those elected to a division presidency declare a theme for their presidential year. I have chosen "Changes Changes". This seems to fit into many recent conference concepts. Our immediate past A.A.S.L. president, Ruth Toor, in order to feature change during her New Orleans conference program, invited a high school librarian to share with us plans for her new school and the changes being made in her high school library. This library must provide information to meet the challenges awaiting students as they prepare for life in 2000 and beyond.

Ann Weeks, Executive Director of AASL, is managing our new Library Power project, a multi-million dollar demonstration program sponsored by DeWitt Wallace-Reader's Digest Fund. To participate, school districts form coalitions between business and civic leaders, parents and educators, who must mobilize their energies and resources to change public education at the local level. Thus, "in the successful Library Power projects change goes beyond libraries to the educational process through the schools and districts".¹ The Library Power project provides qualifying agencies million dollar grants to expand school libraries in cities around the US who agree to demonstrate changes and to build a picture of technology innovations through school libraries. The first projects were implemented in New York City in 1988. School libraries in nearly 150 New York City Public Schools were transformed with paint and other renovations, filled with books and staffed with full-time librarians. These librarians were charged with collaborating with teachers and helping to integrate the new library into the overall learning activities at the school.

The project is making quite a few changes for AASL, physically and financially as well as professionally. We have moved from the end of one corridor of the fourth floor to one-half of the fifth floor of ALA headquarters at 50 E. Huron and, by the of this year, will be occupying the entire floor. Our staff is increasing in all areas with re-assignment of current staff and hiring of additional professional and clerical personnel.

My role here is to speak to you as a member of the International Association of School Librarians and during our joint conference with the Australian School Librarians Association. Our conference planners here in Adelaide are well aware of the need for school librarians to prepare for and implement change. They have expanded today's theme, "Society", into "building a picture of society as we go towards the year 2000, and beyond daring to be innovative in our response to and management of CHANGE in school librarianship".

My means of meeting this theme begins with a plan for change, change you must make to move from our more traditional helping role, into a leadership role, perhaps a major change for you. If our students are to become information literate, we must begin to work as chairs of the curriculum team rather than as just members. Again, Ann Weeks is modelling this changed concept as she chairs the Alliance for Curriculum Reform, a group of curriculum related national associations including the National Council of Teachers of English, National Council of Teachers of Math, the International Reading Association, and the Association for Supervision of Curriculum Development, among others. She was elected because she was in a unique position to lead with credibility in ALL the areas of the curriculum rather than allegiance to one, and therein lies our true strength.

Because we owe allegiance to no single area of the curriculum, we are in a unique position to lead the way for teachers and to help them integrate learning across the curriculum. We must accept that role and begin to change from merely offering suggestions of materials to supplement classroom teaching, to directing the collaborative experiences teachers offer their students. We must be an integral part of that planning so teachers will adjust their activities to combine isolated lessons and design them to meet difference in learning styles. It is only in that way that all students will be well prepared to be contributing members of a global society. Can we do it? Can we move from being merely active partners across the curriculum to active leaders beyond the classroom, working directly with administrators and parents to further the education of children?

Moving into a leadership role may be less than comfortable for you. If you do not feel capable to such a role at this time, perhaps you should plan to take courses with those who are preparing to be educational leaders, those who plan to be the headmaster or building principal or whatever the administrative leader's title is. That does not mean that you will or should leave your position in the school library when you finish the courses, but that you will meet others who are striving to become effective leaders and you will learn what they are expected to know to undertake this role. You will quickly understand that it isn't easier or harder for another than for you; it merely takes the desire to learn and implement some leadership "rules and regulations".

Why you? We have discussed the fact that you have no allegiance to one area of the curriculum, but your knowledge of the whole curriculum means you can be skilful in combining units and teachers across the curriculum. Another reason is that, except for the principal, no other person in the school knows all the teachers, all the students, AND all the curriculum. In North America, we are striving to implement "resource-based teaching". We are moving from that helping role to a leadership role because that is the way we can meet the mission of our national guidelines, *Information Power*,"to ensure that students and staff are effective users of ideas and

information.² Assistance with change is needed to encourage teachers to adopt new methods of encouraging the development of critical thinking skills in their students. We must do this without adding appreciably to their present workload. It is up to us not only to know the teachers and the curriculum, but we must be aware of exactly what and when teachers teach specific units, whom they teach, and how they teach. While I am sure that you know very well whom they teach, I am less certain that we know what, when, and how they teach.

What if you don't know what and when all the teachers teach their units? If you are new to the school, you can begin by locating the master schedule of teachers and the grade levels or classes they are being assigned for the academic year. You will then develop a *curriculum unit* notebook with information about each teacher. You will need to:

- Develop a form for collecting information about each teacher (See appendix A).
This form includes information from the following:
- Look at the textbooks in use and see what is suggested
- Analyze any school curriculum guides that are available.

When you have this skeleton information, make an appointment with the teacher and discuss when (which weeks) and how long (how many weeks, days) the course will be taught. If you can begin to prepare a bibliography of materials that are available in the library, you can share this with the teacher. During the meeting, to begin to complete your form, you will want to begin to determine the teacher's teaching style.

- Predict teaching styles

While it is difficult to analyze teaching styles unless you can conduct classroom observations over time, you can make some assumptions based upon the type of materials they request and the activities they prefer. Many may still rely heavily on the lecture method, so you must suggest new teaching strategies.

- Discuss teaching strategies, and resource based teaching

You must sell them on resource-based teaching. Explain that this is a process of using materials beyond the textbook and readily available in the library. Share with them some ideas for activities that you will plan for the library and those you will plan for the classroom. Share with them your plans for helping students conduct research in the library. While these appear at first glance to take an unusual amount of additional time, you must show them how it will become easier over time as student interest in learning activities grows. You must try to begin with activities with which they will be comfortable before you introduce major changes.

- Point out materials available in the library

Now is the time to show them the materials available in the library on the topic, what should be requested from other sites, which research skills the students may need to learn, and any other pertinent information. You will begin to help them decide for which parts of the unit you will take responsibility, which you should do together.

- Record your planning session and the actual outcome of the unit

One suggestion is to maintain your planning files in a loose leaf notebook for easy access. You can easily record the planning and recording the activities that were most helpful for the teacher and most effective for the students and keep special bibliographies with these units. With this notebook, everything will be in one location, conveniently stored in your office. If you complete at least three teachers each semester, it will not take you very long to have every teacher in your file.

You must add to your file at the close of the unit of instruction adding information from the valuation process. Students and teacher will help determine the value of any materials used in the unit to see their relevance, recency, and to learn if you have enough copies. What works best, the preferred activities, and the result of any testing should be added to your record.

Now you are ready to take the next step. If you haven't determined another curriculum area, unit of instruction, or teacher who might be interested in integrating with this unit, review your notebook to see if overlap exists that you have forgotten. Coordinating integration across the curriculum will become almost second nature to you once you have in depth understanding of what and when your teachers teach.

One very recent educational trend is to base student learning as much as possible in the real world. By leading across the curriculum, you can relate the math fractions to the cooking measurement in the home economics class or relative times for athletes at track meets.

The first units you prepare will be the most difficult because you aren't certain how it will work. However, it will not take as long as you think, and you will need to do a major update of the information only when new teachers are hired or when present teachers change the grade level or subject area they are teaching or when curriculum reviews occur. Even with major curriculum revisions or new textbook adoptions, you will still understand the teachers' teaching styles and you will be working with someone you have helped previously.

Your suggestions may carry more emphasis if they can be shown to be successful in the research.

- As often as possible base any suggestions in the research.

Keeping up with research may not seem easy and reading research is sometimes boring. Attending ASLA and IASL, it is inevitable that you will have an opportunity to learn about the "hot" research results. In the US we have a group of library researchers called "Treasure Mountain" who are doing that for the school library profession. We meet irregularly to study research of school library programs, and we relate the research we find to the practitioner as well as to the researcher, a very successful model. Papers³ from the first conference were published by Hi Willow Research and Publishing.

In the US, two new reports of research may be of interest to you, *Impact of School Library Media Programs*⁴ and *The Power of Reading*⁵ to share with you today. The first reports the results of a national study and its replication in the state of Colorado. Lance's report found that the school library media program managed by a school librarian was the single predictor of student achievement. The second book by Krashen demonstrated the power of reading in the lives of children and points out that children who do a great deal of free voluntary reading have improvements in grammar and spelling as well as reading comprehension.

You must also keep up with research in education. Most educational innovation is implemented with little if any research base, and most of it dies, fades away, or is remodelled into something different before any extensive research can be done on its effectiveness. However, much can be gained from keeping yourself and your teachers informed of any research that indicated successful teaching methods or educational outcomes from specific activities.

- Who teachers teach as primary focus

Records of student performance are on file, but you may not need to refer to these. You are in a unique position to have many of the same students year after year. If you can recognize and relate to their learning styles early on, it is likely that you can continue to do so easily since those styles usually have little change. You can help teachers who may have a conflict of teaching style with a student's learning style adapt assignments to meet the learning needs of students from one grade to the next. This will make for a happier classroom for everyone.

Finally, we must help teachers and students broaden their perspectives to go into the wider world. "Across the world" means that many of us are already drawing ever closer together. We must help our teachers through our resource-based environment to adapt lesson plans into multi-cultural experiences. More and more our countries are offering asylum and citizenship to others who are displaced from their countries of origin for political, economic, or religious reasons. Our students are learning new culture from their classmates who arrive from distant shores.

Children are no longer limited to seeing how other people live from reading in books or meeting them in the classroom, they are also learning from television and movies. We must help them have a true picture by teaching them to question what they see and to check and confirm their impressions in alternative sources. One of those sources may be first-hand communication with others. Through INTERNET as well as other electronic mail connections, children are "talking" to each other across the world. If children can't find out what kinds of food are served at meals during the holidays in another country in one of your references, they need only e-mail a school in that country and ask the students there what they are going to eat for their holiday.

Children learn from a classroom that is some distance from their own. With distance education, children can learn Japanese from teachers in Japan or share a science curriculum with students in another city near them or some distance away. They are also learning the power of information in political times. One of the reasons attributed to the failed coup in Russia two years ago was the ability of citizens to communicate to the outside world with FAX and e-mail. The

opportunity to share information is not limited to adults during stressful national situations, it is available to our children in their schools and classrooms. The ability to communicate greatly enhances the ability to understand differences.

We are preparing our children for a global society. Children today will grow up in nations brought closer together through manufacture of products in one country that will be sold in another. Most of us are aware that our children must not only survive, but must achieve and excel in this international environment if our countries are to grow. We must also reach the acceptance of differences.

A friend of mine is always pointing out the terrible happenings in this world in the past, present, and perhaps future that are often done in the name of religion. Tolerance of differences can only come about if differences are understood. Until our children understand another country's customs, what happens there may seem silly or frightening or threatening. Tolerance is an example of acceptance of change.

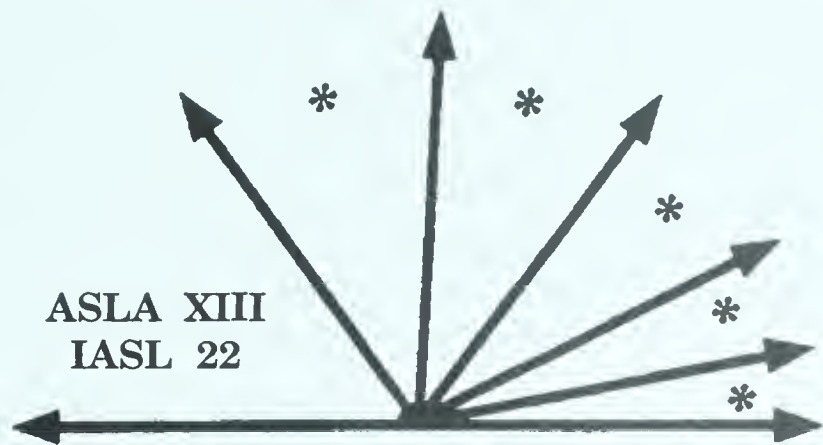
Change is not easy. How much more common is resistance to change than acceptance and adoption of change. Many of our teachers are often very unwilling to change. When this is true they become defensive of the status quo. Yet, change is inevitable and constant. How much more quickly we must adapt to change because of the speed with which our environment, our work places our very lives change. While the flight to Australia seemed incredibly long compared to a flight crossing the US from my home in Pittsburgh to a vacation in Hawaii, how much longer would the trip have been if we did not have jet planes, or no planes.

While some of us are beginning summer vacation, others are into our 93-94 school year. I challenge you to plan changes. Do it alone? NO! Try to get your fellow librarians to share with you the tasks that have been described above, and write about your successes and ask for suggestions to solve your failures. When you develop an effective, interesting integrated curriculum unit, publish it so it can be shared.

I want to hear from you the successes you have in making changes next year. If you want to tell me by mail, my address is SLIS, University of Pittsburgh or e-mail on Interent woolls@lis.pitt.edu. Another easy way to let me know is to travel to Pittsburgh. May I invite you to come next July to attend the International Association on the campus of the University of Pittsburgh where you will fly into one of the newest and most beautiful airports in the world, see the nationality classrooms around the first two floors of the Cathedral of Learning, one of the tallest classroom buildings in the world, and visit the largest dinosaur bone collection in the world at the Carnegie Museum. This may be another kind of change for you.

I'll make you one promise. My President's year will be completed. I'll share my changes changes with you.

- 1 "Nine National Library Power Program Planning Grants Awarded". *Library Power: Newsletter of the National Library Power Program*. 1 (Spring, 1932): p.2.
- 2 American Association of School Librarians and the Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago: American Library Association, 1988.
- 3 Woolls, Blanche, ed. *Research of School Library Media Centers*. Englewood, CO: Hi Willow Research and Publishing, 1990.
- 4 Lance, Keith Curry. *The Impact of School Library Media Centers of Academic Achievement*. Castle Rock, CO: Hi Willow Research and Publishing, 1993.
- 5 Krashen, Stephen. *The Power of Reading: Insights from the Research*. Englewood, CO: Libraries Unlimited, 1993.



DREAMS and DYNAMICS

WEDNESDAY

29 September 1993

The role of the public library in supporting education in the Natal region

Author – Rookaya Bawa

Introduction

The present provision of library services within the Natal region is highly fragmented and largely ineffective. The public, urban and school libraries continue to exist in complete autonomy from each other and are ambivalent of each other's existence. Each is funded, staffed and stocked individually. No formal policy exists to inform the funding, staffing or access principles. Neither does any informal arrangement exist between the libraries to collectively service the society. The result is a fragmented, under-resourced and ineffective service in the Natal region. However, more recently a few forums have emerged which seem to be initiating discussion between the various library services. This paper examines this fragmentation in the Natal region and discusses some of these hopeful collaborations between the respective library services.

Present Status Quo in the Natal Region

In order to adequately investigate the possible relationships or articulations between public, urban and school libraries it is essential to briefly review the present status of library provision in the Natal region.

Education library/resource needs of children has been the responsibility of the formal school sector, with public libraries playing a supportive role in supporting the extra-curricular needs of the child and in an incidental fashion the curricular needs as well. It is perceived that the curricular needs of the child should be served by each of the education departments of which in the South African context there are +-15 [1].

However, in South Africa the formal school provision of media resources has not materialised uniformly in the different education departments [2]. In fact provision of media and resources in the schools reflects the wider apartheid structure of privilege that is racially defined.

School libraries

In the Natal region we have 5 different Education Departments each with its own policy, staff and funding. Each of the five departments has a media services division and its respective head of department. The 5 departments are the Natal Education Department (NED), Department of Education and Training (DET), Department of Education and Culture (DEC), House of Delegates (HOD) and House of Representatives (HOR). Each is attempting to staff, stock, establish and provide a media service to the children it is responsible for. Each has worked in complete autonomy of the other.

“The provision of school library media services to schools differs from one education department to the next. Some departments having excellent building and stock, while other departments have nothing that could vaguely be called a library. These differences appear to exist among schools within the same department, and then too within the same geographic area.” [3]

School libraries reflect the wider racial stratification of South African society, with historically “white” schools being better provided for than so called “black” schools. Overduin and De Wit [1986] conducted a detailed review of school libraries in secondary schools of seven different education departments,

“with regard to the basic elements of a school library service that is materials, staff, accommodation, organization and funds.” [4]

They found that black schools were substantially lacking provision when compared to their white counter part schools. In Natal, for example white schools had 12.8 books per child while black schools had 2.4 books per child. [5]

A subsequent study done by Vermeulen [1990] of 340 primary schools in the Durban and Pietermaritzburg area further substantiates the De Wit and Overduin findings of vast discrepancies with respect to school library provision. [6]

Parallel to government schools in Natal we have a host of private schools with superb library facilities which will compare favourably with the best in the world. Examples of those are Wickham Collegiate, Hilton College and Michaelhouse.

READ (Read Educate and Develop) a non-governmental organization is also attempting to establish and support libraries with the help of donor agencies. They supply book and resource boxes to schools and/or individual classrooms. Their efforts are dependent upon funding from donor agencies who target specific areas, schools or projects.

It is generally accepted that the present arrangement needs to be rationally and radically reviewed where firstly a more co-ordinated single education department is established and secondly where regional resource sharing and networking is more seriously investigated.

Provincial libraries

Library provision in the province is governed by the Provincial Library Ordinance, the Natal Ordinance number 52 of 1952. On the basis of a motivation the central provincial library administration is granted money and resources to provide a library service to people in the Natal region.

However, individual public libraries are established by local municipal authorities who build the physical library plant and pay for the salary of the librarian, while the provincial library service undertakes to provide resources and in service training for the branch librarians periodically. Selection, processing and distribution is centrally co-ordinated in Pietermaritzburg. Thus the branch libraries are sent block loans from the central branch.

The central provincial library services co-ordinates the distribution of resources to the respective municipal branch libraries via mobile transport services.

Public libraries are not always accessible to people. For instance:

“A survey conducted by Stabbins in 1988, before the scrapping of the Separate Amenities Act, found that access to public libraries for black South Africans was gradually granted from the 1970s and accelerated in the 1980s. While race was removed from the statute books by the scrapping of the Separate Amenities Act in October 1990, no provision was made for actualizing the principle of equal access. Some town councils invoked a variety of measures (for example, substantial membership fees, or production of electricity receipts as proof of residence) as a means to exclude black users.” [7]

Access to public libraries is not a reality for all. Not all municipalities have provided adequate and sufficient libraries for the respective municipality they serve. Where a service does exist it has been imposed on the people who have had no direct say in terms of where the library is to be built, what stock it is to keep and who is to run the library etc. Some areas have libraries and some don't. What they have is what they were given not what they chose to have.

Urban Public libraries

Urban public libraries fall outside of the provincial library arrangement. They consist of libraries that opted to remain independent when the provincial library service was established. The following urban libraries are independent libraries, Bloemfontein, Durban, Germiston, Johannesburg, Cape Town, East London, Pietermaritzburg, Port Elizabeth and Pretoria.

“In each of these cities a municipal public library service functions within its own special network which, besides a central library, provides for branch libraries acting as service points in the suburban areas. As in the provincial library organization, in the central library of each, material is prepared and distributed to various service points. The main difference is that the central organization itself also functions as a service point, and that the whole service is controlled and financed as a single department of the municipality.”

[8]

Urban public libraries are based in the urban areas of South Africa, ignoring the majority of our population which is rural based.

In some areas, public libraries, urban libraries and school libraries seem to be providing overlapping resources and services to the same clientele in some instances, i.e. children that live within a specific geographic area that are fortunate to have a school library, urban library and a public library in their area.

While one acknowledges that the above is possible it is by no means an indicative reality of the Natal region at all. The reality, to the contrary. The average child experiences neither the public library, the school library, nor the urban library because none of the above is accessible to most children.

A possible way forward

The provision of an effective library service will require the establishment of a process aimed at the formulation of policy which will focus on issues such as (among others)

- (i) the effective articulation of the three systems described above
- (ii) principles of access and the need to widen access to those sections of our population which have been systematically excluded in the past
- (iii) funding issues
- (iv) staffing issues and in particular, issues pertaining to gender and racial imbalances
- (v) democratisation of the governance of libraries and library services
- (vi) the link between libraries and national development.

It would seem that firstly the various Education Departments should merge into one Department of Education. Secondly, the question of the articulation between the Provincial, urban and school libraries should be considered with great urgency. The latter has been tried in many countries. Surely if the Education Departments, Provincial Library services and the respective urban municipalities talked to rationalise and support one another's initiatives rather than the hit and miss arrangement in existence presently, the service and status of library services will be enhanced.

The infra-structure of a possible partnership is not an impossible idea to contemplate. In fact ordinance 5/1952 makes the point that the Province can create depots

“... at a state school, a state aided school or a private school” [9]

Until very recently in the Natal region provincial library services made resources available to schools via block loan arrangement, which ceased in 1970 for White government schools and 1990 for private schools. Black schools were never at any stage serviced by this arrangement.

Is it not possible to revitalise the service to serve all schools, given the fact that the ordinance does not exclude services to schools by the provincial library service?

History of Partnership

Up to and until 1970 the provincial library services in the Natal region provided block loans of reading material to White schools in the region. The service ceased when the Natal White Education Department in Natal argued,

“that it would not be in the interests of the Administration or of this Department for the bulk purchase of library books to be arranged by the provincial library services. The right of the Principal and his staff to select books is an essential feature of the school library scheme and this freedom of action and the goodwill of the schools must be preserved at all times . . .” [10]

Further,

“the academic revolution which had and was still taking place made it necessary for the Education Department to utilise all available resources to increase the efficiency of the teaching service. The requirements of all the different types of schools will vary radically as will the requirements of the numerous different subjects in these schools. The new differentiated education about to be introduced will increase the big differences in resources needed to provide for the additional expected differences . . .” [11]

On the basis of the above arguments The Acting Director of Library Services in the Natal region made the following resolution.

Firstly,

“that the Natal Education Department should assume full responsibility for all the matters relating to books for government school libraries with immediate effect.”

Secondly, that

“the Administrative action regarding the writing off and taking charge of school library books by the Provincial Library Services and the Education Department respectively be carried out immediately”. [12]

Private schools continued to receive block loans from Provincial library services until 1990. Mrs Van De Riet [13] stated that the service was terminated because it was felt that it was wrong to service only private schools, and if the service is to be offered it should be to all schools.

The arguments raised are valid if one has the funding to establish school libraries in all Natal schools and stock the respective libraries adequately. However, Donaldson [1992] makes the point that

“Government spending on education in South Africa (including the “homelands”) comprised 23.6% of the total government spending in 1990, or about 7.1% of the Gross National product. These figures are high by international standards . . . and the government cannot be expected to commit substantially increased resources to education. Although economists will differ on the details, there is widespread agreement that the levels of taxation cannot be significantly increased at present, and that job creation, improved urban and industrial infrastructure, and direct poverty relief are priority areas alongside education in fiscal reform. Government also has a role to play in renewing vocational education and training, which have been seriously neglected in recent years. There will be intense competition amongst these and other ends for such savings in government spending which might result from reduced defence and apartheid-related spending. While the economy continues to stagnate as it has in recent years, it may be necessary to restrict increases in state spending on education to as little as 2% per year in real terms. [14]

Thus the expected money to establish media centres in each and every school, although ideal will not materialise in the near future. Does this mean that a whole generation will not be provided with “books”?

Hope

Kwa-Zulu schools project

In the Natal region the seeds of partnership have been sown with the establishment of the Kwa-Zulu/Provincial Library project. Kwa-Zulu [DEC] asked Province to help establish libraries in 10 schools in the Natal region in 1989. The service to date has been extended to 499 DEC classes. [15]

Initially DEC was allocated R200 000 to establish school libraries. But with the money allocated it was felt that the box libraries in the READ tradition was the affordable interim answer. Thus boxes and class room collections are distributed by DEC and Provincial library services. For the year 1992/93 R1000 000 000 has been allocated. [16]

Province and DEC approached READ with Mrs Morrens recommendation to make available their reading list to help set up these school boxes. READ refused to supply only the book lists. They supply booklists and training; not the one without the other. So READ was co-opted to help with the task. [17]

Kwa-Zulu has provided the financial resources, while librarians have been seconded by DEC to help with the task. READ and Provincial Library Services have provided the expertise, infra structure and support for the initiative. The project is presently housed at the central provincial library services building in Pietermaritzburg.

The project is but a beginning that is hoped will materialise to include more schools and a wider geographic area. It must be hoped that other Education Departments are included in the project and that the service is expanded to include many, many more schools than presently being addressed.

Networking

Regional co-operation with respect to the sharing of resources and expertise amongst schools was raised at the University of Natal's Durban School Library Conference. As a result of that demand and the Education Foundation's suggestion that people working with media should meet to discuss education and media, Sally Ballard and I established a rather historic collaborative group. The Media Forum was established, consisting of the Heads of the Education Media Services from the five

education departments in the Natal Region. The group has co-opted representation from the Provincial library services division, READ, the Education Foundation, Kwa-Zulu school's based/box project and me.

Meetings are usually held every two months. Members voice issues that they need advice on eg. DEC was in the process of drawing plans for new school libraries in some of their schools and the plans were viewed and improved upon by the group in the light of experiences and expertise that each in the group had.

The group has worked and are working on a number of projects collectively in the region. The following are a few examples of joint efforts embarked on.

Firstly, a register of all schools in the Natal region has been started and all the information is being fed to Dolsie Kriger of the Education Foundation who is busy mapping the respective schools in the Natal region.

Secondly, a draft working document on policy with respect to school library media services is being drawn up for comment.

Thirdly, the Education Media heads have begun discussion with provincial library services on possible areas of co-operation between schools and provincial library services.

Fourthly, READ and I have been asked to investigate the possibility of co-ordinating a series of in-service workshops for teachers in the region. A draft document, with ideas for in-service workshops is circulating for discussion and comment.

Fifthly, the forum has been actively writing letters to various institutions and departments challenging the opening of their services to all departments of education. One such success story is the opening of the Indian Teachers centres to all teachers irrespective of which Department they work for.

However the group needs to widen its constituency bases to include Urban Libraries and to have a more accountable constituency base that is able to effect the necessary change needed.

NEPI /Trans LIS

The National Education Co-ordinating Committee [NECC] has produced a number of discussion documents pertaining to policy on education in South Africa. As a result, a document relating to libraries has been produced. A group of individuals and organizations felt that the National Education Policy Investigation [NEPI] document commissioned by the NECC had to be taken forward and this led to the establishment of the Transforming Library and Information Services Group [Trans LIS]. The group consists of a wide range of organizations and individual people that are hoping to work together towards common professional ends of investigating and hopefully impacting on policy in the region.

Forums

Resource centres within organizations in Natal have come together to create the Natal Resource Centre Forum.

The above are but a few examples of partnership in the Natal region but nevertheless a significant beginning towards a shared professional goal of common community resource service.

Conclusion

We seem to have reached the point where its almost possible to arrange an bosberaad on media services in the Natal region to impact on policy formulation in order to create a more rational and effective service for the region as a whole. However, these initiatives described above are not sufficient in themselves to take the process forward.

A process has to be put in place which has as its primary goal the drawing together of 'experts' and the large formations of civil society so as to establish a policy formulation exercise which is representative and has legitimacy. The questions of articulation and access are difficult but tractable. The co-operation examples raised above may represent the roots of such a process.

BIBLIOGRAPHY

- [1] Christie, P. The Right to Learn: The struggle for education in South Africa. Sached Trust/Ravan Press, Cape Town.1991.p101
- [2] SAILIS/Lambert Wilson Review Workshop. General consensus amongst all the presenters.1992.
- [3] School library Conference proceedings. University of Natal, PMB.1992.p54
- [4] Overduin, P.G.J. and DeWit, N. School Librarianship in South Africa, a critical evaluation: secondary education. University of the Orange Free State, Bloemfontein.1986.
- [5] Ibid.
- [6] Vermeulen, W.M. South African School Libraries and Standards. South African Journal of Library and Information Science. 59[2], 1991.
- [7] Library and Information Services: Report of the NEPI Library and Information Services Research group, a project of the National Education Co-ordinating Committee. Oxford Press, Cape Town.1992.
- [8] Malan, S.I. Library and Information Services: a general orientation. Butterworth, Durban.1978
- [9] Natal Ordinance 5 of 1952.
- [10] Natal Education Departments Minutes and records of the library media department 1970.
- [11] Ibid.
- [12] Ibid.
- [13] Van de Riet, A. Discussion during meeting between province and media heads. Pietermaritzburg.1993.
- [14] Donaldson, A.R. NEPI draft documentation paper.1992.
- [15] Beecham, L. Personal Communication on the Kwa-Zulu project.1993.
- [16] Ibid.
- [17] Tomlinson, J. Personal communication.1993.

Great gum trees from little gum nuts grow

A case study examining the process of developing a successful inservice program on resource based learning.

Author – Janice Cooper

Picture the scene. On a crisp Sunday morning in August 1991, eight people are gathered around a large table in a suburban home in Brisbane. The coffee flows and the nibbles are plentiful. Around the table sits a group of teacher-librarians with a wide range of experience, expertise and current practice: primary, secondary and tertiary teaching; private and state system representation; and policy development and school positions as current practice.

Monthly for over a year these gatherings occur. The venue changes, the process develops, the food varies, the invited consultants differ but the core of people remains the same. It was from the creative kernels in these people's minds that the program *Students as Independent Learners (SAIL)* grew.

Assessing needs

In 1991, members of the Brisbane Subcommittee of The School Library Association of Queensland (SLAQ) searched for ways in which the Canadian program about co-operative planning and teaching could be updated and extended to meet emerging needs. The Queensland Department of Education had already extended the presentation of the Canadian program *Strengthening the Foundations* to large numbers of teacher-librarians and other school personnel across the state. We had a strong foundation on which to build.

The needs of schools in the area of resource services and resource based learning were being assessed concurrently through a project established by the Department of Education to review curriculum resource services in Queensland state schools. Half of the SLAQ planning group were involved in this review. Not only did the review reveal the importance placed by teacher-librarians on on-going professional development for all school personnel, but also a growing awareness of the need to promote independence and success in learning in the information age of the late twentieth century.

Program development

A review of the minutes of planning group meetings reveals two clear stages in development. During the first stage we spent a great deal of time establishing a rationale, goals and objectives and determining our audience, the broad program structure, an outline of program content and principles to guide the presentation. During the second stage, the group broke into pairs to prepare individual modules and then met as a whole group to measure these planned modules against the goals, objectives and principles already established.

From the needs assessment and an appreciation of the skills of planning group members, we established a clear goal linking resource based learning to improved outcomes for students and to positive learning environments. From this goal and its supporting objectives we determined the core elements of the program to be:

- positive school environments for learning
- information literacy
- partnerships
- teaching strategies
- planning
- the change process
- resources
- the enquiry process.

In addition we established the need to involve a broad audience, for example, a school team and participants from all levels, P- 12.

The free ranging brainstorming and intense discussions of this early stage enabled us to establish some guiding principles for the development of the program:

- student learning, partnerships and effective practice as essential themes in all modules
- providing a model for effective learning programs
- links between resource based learning and school curriculum development
- time for participant reflection/workbook space for participants to relate their learnings to their own situation.

Our consideration of the content led us to decide on a six module program, each module being prepared by a pair of planners. During this planning, we endeavoured to keep in mind the principles of adult learning and were very conscious of both the content and process of the module. At the same time we sought up-to-date, relevant readings and targeted local practitioners who were implementing effective resource based learning activities in their school or classrooms.

The whole group meetings were important at this stage of development. The range of expertise among the planning group provided a 'critical friend network' to evaluate the planning modules from various

perspectives, for example, from the perspective of the primary teacher-librarian or from the perspective of the adult learner.

Program implementation

By this time the program had changed from being thought of as *After CPT* to being titled *SAIL (Students as Independent Learners)*. Now an implementation checklist could be established: *Task list - what - by whom?* to plan and complete necessary components:

- costing
- workbook preparation
- publicity
- copyright
- presenters materials/equipment
- venue/ program scheduling
- catering

The first presentation of the program in May, 1992 was important for the built-in element of evaluation. Planners saw revision as potentially critical. Two evaluators were invited, each from a different area of teacher-librarianship - policy/administration and professional teaching. While the first program was presented on Saturdays (two modules per day) over a month, the modular structure allows the program to be presented in a variety of ways.

An important meeting followed the first presentation at which we discussed the participants' evaluations as well as those from the two guest evaluators. This meeting was combined with a celebratory meal as the general response to the program was very positive. Planners /presenters then undertook the task of module revision. This revision was generally of detail rather than of the broad structure.

Program extensions

Several important extensions resulted from the initial program presentation. The first was the cooperation with Catholic Education Office (Brisbane Diocese) and the second was the planning for presentation of the program away from Brisbane.

A team of teacher-librarians from the Catholic system participated in the first program. An agreement was made between Catholic Education Office (Brisbane Diocese) and The School Library Association of Queensland to present the program for personnel within Catholic schools. The group of seven teacher-librarians from the Catholic system then modified the program to meet systemic needs. Modifications have been minor and the original rationale, goals and principles have been maintained.

To enable SAIL to be presented in locations distant from Brisbane, key teacher-librarians from those areas have attended one of the Brisbane programs. With the support and/or presence of some of the planning team members, the program is then offered in these areas. The planning for the presentations has proved easier than the ability of regional groups to fund the program.

The future

From the initiation of our planning, we have had an appreciation of the difficulties for eight professionals whose current work situations limit their ability to present in-service programs, especially on Monday to Friday and when travel is involved. With this in mind costing has had a built-in component for program development. We are beginning the process of examining the feasibility of preparing a packaged version of the program. Because feedback from participants shows strong appreciation for the interactive nature of the existing program and for the input from local practitioners who are available to answer questions, packaging will need to take specific forms. Active leadership and local involvement will need to be components for the successful use of a packaged product.

The program is currently being reviewed by Australian Catholic Universities for tertiary accreditation. This has necessitated further consideration of the assessment element of the program.

As the process of development continues, the initiative, dedication and teamwork of the planners/presenters remain as key factors. At each stage, another succession of meetings and between meeting activities occurs. From such tiny beginnings, the gumtree flourishes and grows larger.

Janice Cooper, Head of Department - Resources,
Marsden State High School.

Janice has had wide ranging experience as teacher-librarian both in high schools and in consultancy positions. Her professional commitment includes involvement in local networks and special interest groups and through professional associations. Other interests include local history and genealogy.

SAIL PLANNERS/PRESENTERS

Leaders at ASLA XIII/IASL 22 Joint Conference

Janice Cooper, Head of Department - Resources, Marsden State High School.

Joan Jenkins, Head of Department - Resources, Wavell State High School.

Chris Syrzeczynski, Teacher-librarian, Our Lady of the Rosary School.

Other SAIL planners/presenters

Karen Bonano, Education Officer Special Duties, Open Learning Support Services.

Silvea Campbell, Head of Department - Resources, Alexandra Hills State High School

Paul Lupton, Lecturer, School of Language and Literacy Education, Queensland University of Technology.

Kerry Neary, Education Officer Special Duties, Program Development, Open Access Support Centre.

Lyn Rushby, Senior Project Officer, Open Learning Development Services, Open Access Support Centre.

SERVICING THE PROFESSIONAL INFORMATION NEEDS OF RURAL SECONDARY SCHOOL TEACHERS IN NSW

Ken Dillon

This paper summarises part of a study which focused on teachers' concerns about their professional development and their need for and use of one source of professional information: educational journals (Dillon, 1992). This means for enhancing professional development is of immediate interest to teacher-librarians and teacher-librarian educators.

The work of teacher-librarians involves a clear understanding of the professional development needs of teachers in particular subject areas. It was proposed that teacher-librarians in rural schools could help redress the disadvantage that teachers in these schools had with limited access to professional information.

The study explored three aspects and their interrelationship, needs, use and access to professional information. The subjects were rural secondary school teachers. The experiential, social and demographic characteristics of teachers, and their levels of concern about their professional development were examined in relation to use, need and access to, professional information.

It was found that rural secondary school teachers who were most likely to be concerned about their professional development would have a four-year teaching qualification or higher, be a regular consumer of educational journals, hold a promotions position in the school, and have an interest in student learning and in Schools Renewal.

1. The rural context

'Rural secondary schools' are defined in this study as any N.S.W. government school in the Riverina Region which offers a secondary curriculum (Central and High Schools) and which is located more than 60 kilometres from the larger centres of Albury and Wagga Wagga. The 60 kilometre 'boundary' around these major centres was proposed because of the effect of the inclusion of the substantial number of teachers who live in either Albury or Wagga Wagga and who travel some distance to 'outlying' schools daily. These teachers would have reasonable access to all the facilities enjoyed by teachers in schools within the two major centres. The omission from this study of schools in these two major centres is consistent with the Commonwealth Schools Commission (1988: 24) usage:

As such centres usually have a full range of schooling, cultural and other facilities, often including a higher education institution, they were generally considered to be outside the scope of this study [*Schooling in rural Australia*]... As a guide, centres with populations of approximately 50,000 or more have been treated in this way ...

For the purposes of this study, the definition of 'rural' was designed to exclude schools in major centres which have substantial professional information resources available for teachers. Another important feature of this definition of 'rural' (and therefore the definition of the sample), is that it includes as many teacher-librarians as possible in order to provide a substantial sample size. In order to maintain a balance between the access to professional information aspect and the aspect of sample size, it was decided to exclude Wagga Wagga and Albury from the study but to include Griffith. It is noted that for the purposes of the project conducted by Boylan and his colleagues (1991), rural was defined to exclude Griffith.

According to this definition of 'rural schools', there were 27 schools 'eligible' for this investigation - 16 High Schools and 11 Central Schools.

Teaching in rural schools presents a range of unique challenges and working conditions unlike those experienced by teachers in city schools. These involve teachers':

...living circumstances, their relationships within the communities, the professional tasks assigned to them in small schools, the level of professional support available to them, the financial implications of short-term or long-term service in remote schools, restricted access to their families and friends, and the educational and social needs of their own children. (Commonwealth Schools Commission, 1988:139)

Additionally, the very factors which may appeal to some teachers about working in rural schools, such as 'smallness' (Meyenn and Sinclair, 1988), can also contribute to problems associated with teacher adjustment, satisfaction and commitment to teaching in 'the country', particularly for beginning teachers. Such problems include the feelings of isolation teachers have from their family and friends and a sense of loneliness resulting from the need to adjust to living in a new community with a different cultural 'climate' from that with which they are most familiar. In addition, rural teachers may experience a sense of personal and professional isolation from staff in other schools as a result of often large geographical distances between schools (Inverarity cited in Boylan, 1991:25). For example, secondary teachers may be the only staff members in their faculty (particularly in Central Schools) and may be expected to teach outside the area/s in which they are qualified (many Central Schools do not have specialist teachers in the areas of Art, Physical Education or Music).

A national study on the state of schooling in Australia (Batten, Griffin and Ainley, 1991), found that in regard to 'areas of difficulty in teaching', rural teachers compared to teachers in other schools experienced the 'greatest difficulties' in the area of 'information about access to resources'. Clearly, secondary teachers in rural schools have special problems associated with their professional information needs which differ from those of their urban counterparts.

2. The school sample

The initial sample school population for this study consisted of all government schools in the Riverina Region of N.S.W. that provided a secondary curriculum (i.e. High Schools and Central Schools), and excluded secondary schools not deemed to be 'rural' according to the Schools Commission definition. A list of 27 schools was obtained from the *Riverina Region Directory 1991*. While the study was limited to one rural Departmental region, it was considered unlikely that major differences would exist between the levels of concern about professional development of Riverina Region secondary teachers and those from other rural regions such as Western and North-West. The final school sample comprised nine Central Schools, fourteen coeducational High Schools and one Boys High School.

Table 1: School population and the school sample used for the study

School Type	Population	Sample
Central Schools	11	9
Coeducational High Schools	15	14
Boys High School	1	1
Totals	27	24

Only those teachers of the 'core' subjects (English, Mathematics, Science and Social Science) were surveyed in each school because of the wide variation in the availability of elective subjects among schools. For example, some of the Central Schools involved in the study offered a much more limited range of subjects on site (especially in Years 11-12) than the High Schools were able to offer.

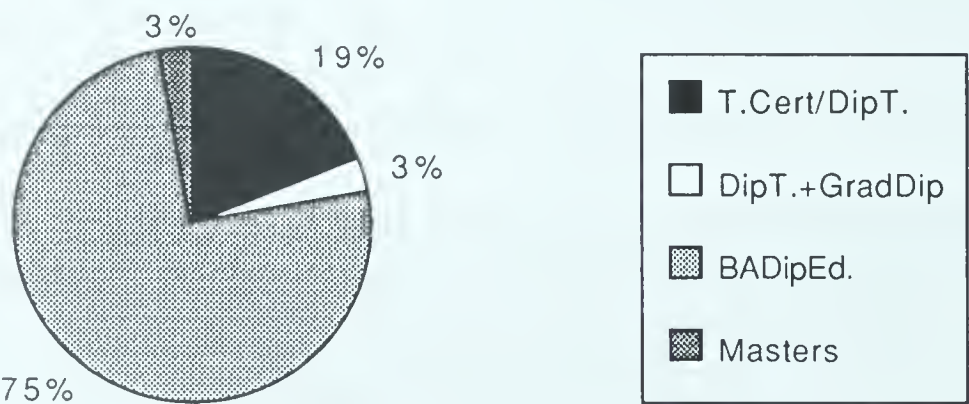
Table 2: Teacher population and final sample

School Type	Population	Population Available	Sample %
Central Schools	64	51 (20.8%)	46 (18.8%)
Coeducational High Schools	334	185 (75.5%)	171 (69.8%)
Boys High School	21	9 (3.7%)	8 (3.2%)
Total teachers	419	245 (100%)	225 (91.8%)

The response rate for distributed questionnaires to teachers was 225/245 or 91.8 per cent. This figure compares favourably with Kerlinger's (1986: 380) suggestion of '...at least 80 to 90 per cent' as a response rate and exceeds Wiersma's (1991: 195) minimum response rate of 70 per cent for a professional population. Among the individual schools, the teacher response rate varied from 100 per cent (10 schools) to 78 per cent. It must be remembered, however, that not all of the 419 eligible teachers received a questionnaire for a variety of reasons (e.g. on leave, some schools not fully staffed, excursions, Higher School Certificate marking, etc.). The reported response rate is therefore based on the total number of teachers available rather than the total teacher population in the selected schools. The high response rate from these teachers may be attributable to the use of school-based teacher-librarians in the distribution and collection of questionnaires and in the following-up of non-returns.

Figure 1 represents the teaching qualifications of teachers in the sample. One hundred and eighty-three or 81 per cent of teachers possessed a four-year teaching qualification whilst 42 (19 per cent) were either two-year trained (Teacher's Certificate) or three-year trained (Diploma of Teaching). Twenty-three or 10 per cent of teachers held formal qualifications in addition to their teaching qualification. Thirty-one or 14 per cent of teachers were currently studying either to obtain additional qualifications in education or in a discipline related to the curriculum area in which they taught e.g. a three-year trained Social Science teacher studying for a degree in economics and a three-year trained Mathematics teacher studying for a Graduate Diploma in Industrial Mathematics.

Figure 1: Teaching qualifications



If one were to produce a combination of the characteristics of the teachers in the sample (although it may be difficult to locate all these characteristics within any one teacher), the following profile might emerge:

a male or female teacher between the age of 30 and 34 years with 7 years teaching experience. The teacher's current position in the school would be that of assistant. S/he would have been teaching in his/her present school for 4 years and resided in the local area for the same length of time. S/he would be unlikely to hold any formal qualifications additional to his/her teaching qualifications and would not likely be involved in any further study.

3. The needs of rural secondary teachers

Need for professional information was indicated by teacher responses to questions comprising 10 categories of information. The most frequently mentioned category (92 per cent of respondents) was the need for information about 'Teaching subject'. Only 'Curriculum planning' was mentioned almost as often (79 per cent). 'School administration' and 'Educational theory and research' achieved support by fewer than 50 per cent of respondents, but as we will see later, these categories of information were nominated by certain types of teachers. **Relevance to classroom teaching practice seemed to drive the selection of professional information needed by teachers.**

Two-thirds of teachers specified 'Teaching method', 'Assessment methods' and 'Schools Renewal' as topics they wanted to know about. 'Teaching method' and its close relative 'Assessment methods' were of concern to many rural teachers who in 1991 were with their city counterparts unsure about the implications of the proposed quality assurance process, the threat of increased accountability and the growing emphasis on efficiency and outcomes, a strong driving force for change in education in 1993.

Juchau (1984) surveyed 381 secondary school teachers in the 'core' subject areas working in N.S.W. government schools located in two metropolitan regions about their information needs. Juchau's findings are compared to the 225 secondary school teachers in the 'core' subject areas from N.S.W. government schools in one rural region, in this study. Table 3 compares the percentages of teachers from the Juchau study and the present study by information category for those teachers who indicated that they 'never needed' certain information and those who indicated that they 'needed certain information on more than six occasions'.

Table 3: Comparison of Need levels ('Never needed' and 'Needed more than six times') by professional information category for two studies
(Percentages)

Professional Information Category	Never needed	Never needed Juchau (1984)	Needed> 6 times	Needed> 6 times Juchau (1984)
Teaching subject	7.6	2.1	61.0	72.7
Teaching methods	35.7	40.2	8.1	6.0
Educational technology	50.0	69.8	6.2	2.9
Assessment methods	30.7	43.8	7.9	5.8
Curriculum planning	39.5	48.3	10.3	10.2
Student learning	47.4	-	5.7	-
Classroom management	48.8	-	4.7	-
School administration	55.6	67.7	8.1	5.2
Educational theory and research	63.5	69.6	3.9	5.5
Legal/Federation matters	45.4	41.5	8.2	6.8
Schools Renewal	39.0	-	12.0	-

It could be argued that the limited access by the rural sample of teachers to needed information might reflect their attitudes to access and also to their expression of need - it is more difficult for rural teachers to obtain information. This may condition their expectations and reduce the likelihood that they would express high levels of need. If this were the case, we might expect metropolitan teachers to express more frequent occasions of need for professional information than rural teachers. The pattern of percentages reported in Table³5 might be interpreted to support this view in the case of information about 'Teaching subject'.

However, the association between expressed level of need and locality is confounded by the effects of recent rapid change in education. One would expect that teachers post-1984 would be eager to obtain information about methods, assessment, technology and administration, all of which have been influenced by the recent Schools Renewal program. Thus percentages in the 'Needed six times or more' category would be higher in the 1991 study compared with percentages found in 1984. This proves to be the case. The profile of percentages across almost all categories, where comparable figures are available, is similar but the distribution has a higher elevation - percentages for the current study are consistently higher than for Juchau's 1984 study. In particular, the figure for 'Schools Renewal', 12 per cent, is the second highest of all the information categories indicating a high incidence of need to know about this aspect of education. Of course there is no comparable figure for the 1984 study.

The proportion of teachers having needed information about 'Teaching subject' six or more times, is considerably lower in the present study than for 1984. Perhaps the development of new syllabuses which was at its height in the mid-1980s has become less widespread across syllabuses and rather more focussed in the curriculum areas of the teachers in this study - science, mathematics, social science and English.

In both studies, the percentage of teachers fell sharply as frequency of need increased and then increased for the frequency category 'more than six times'. Juchau (1984:119-120) proposed that the increase in the number of teachers in this final frequency category may have been due to the category being too broad or to the existence of a distinct group of teachers with high information needs. It is evident from Table 4, however, that differences between the two highest frequency categories in this study are quite small (ranging from 0 per cent for 'Student Learning' to 4.8 per cent for 'Schools Renewal') and the percentages of teachers in each of the two highest frequency categories (3.9 per cent in 'Educational theory and research' and 12 per cent in 'Schools Renewal'), are also quite small. The main exception to this trend in both studies was clearly information about 'Teaching subject' which was required 'more than six times' by 72.7 per cent of teachers (Juchau) and by 61 per cent of teachers (this study).

Table 4: Frequency with which teachers sought professional information (need) by category
(Percentages)

Information Category	Never	Once/ Twice	3/4 Times	5/6 Times	More Often	Total (N)
Teaching subject	7.6	11.7	10.3	9.4	61.0	100 (223)
Teaching methods	35.7	31.4	18.1	6.7	8.1	100 (210)
Educational technology	50.0	26.0	13.0	4.8	6.2	100 (208)
Assessment methods	30.7	34.0	20.0	7.4	7.9	100 (215)
Curriculum planning	39.5	27.2	15.0	8.0	10.3	100 (213)
Student learning	47.4	29.2	12.0	5.7	5.7	100 (209)
Classroom management	48.8	31.3	11.8	3.4	4.7	100 (211)
School administration	55.6	21.0	9.0	6.3	8.1	100 (209)
Educational theory and research	63.5	23.8	7.8	1.0	3.9	100 (206)
Legal/Federation matters	45.4	32.9	8.7	4.8	8.2	100 (207)
Schools Renewal	39.0	28.0	13.8	7.2	12.0	100 (210)
Other information	75.9	0.0	0.0	17.2	6.9	100 (29)

Whilst the pattern of distributions throughout all the categories of information is similar between Juchau's 'pre-Renewal' findings and this 'post-Renewal' study, it is apparent that (after the exclusion of 'Teaching subject'), information about 'Schools Renewal' was sought by teachers more often than any other category of professional information.

To some extent comparisons with Juchau's 1984 data, derived from a metropolitan sample of teachers, support the expectation that 'pre-renewal' and 'post-renewal' concerns would differ. The profile of scores across almost all the professional information categories was higher in 1991 than the profile from the 1984 data, indicating that **more 1991 teachers desired access to the categories of information than in 1984**. Of course the category of information about 'Schools Renewal' did not appear in the 1984 list.

What is perhaps even more interesting is the association between the kind of teacher and the kind of need.

'What kind of teacher?' referred to a range of characteristics but only six were significantly associated with categories of need. For example, **teachers with 'Formal qualifications' in addition to those required for teaching, and with ten or more years of experience sought information about 'School administration', 'Schools Renewal' and 'Curriculum planning', more than teachers with less experience and no 'Formal qualifications'**. This is not surprising given the greater immediacy of career concerns in the face of a growing insecurity about the reliability of previously well established expectations.

The teachers surveyed in the study included four 'methods' (subject taught): social science, English, mathematics and science. Another answer to the question what kind of teachers need what kind of information is that **teachers of English were more likely to say they frequently desire access to (i.e. to 'need') information about their 'Teaching subject' than science teachers or social science teachers.**

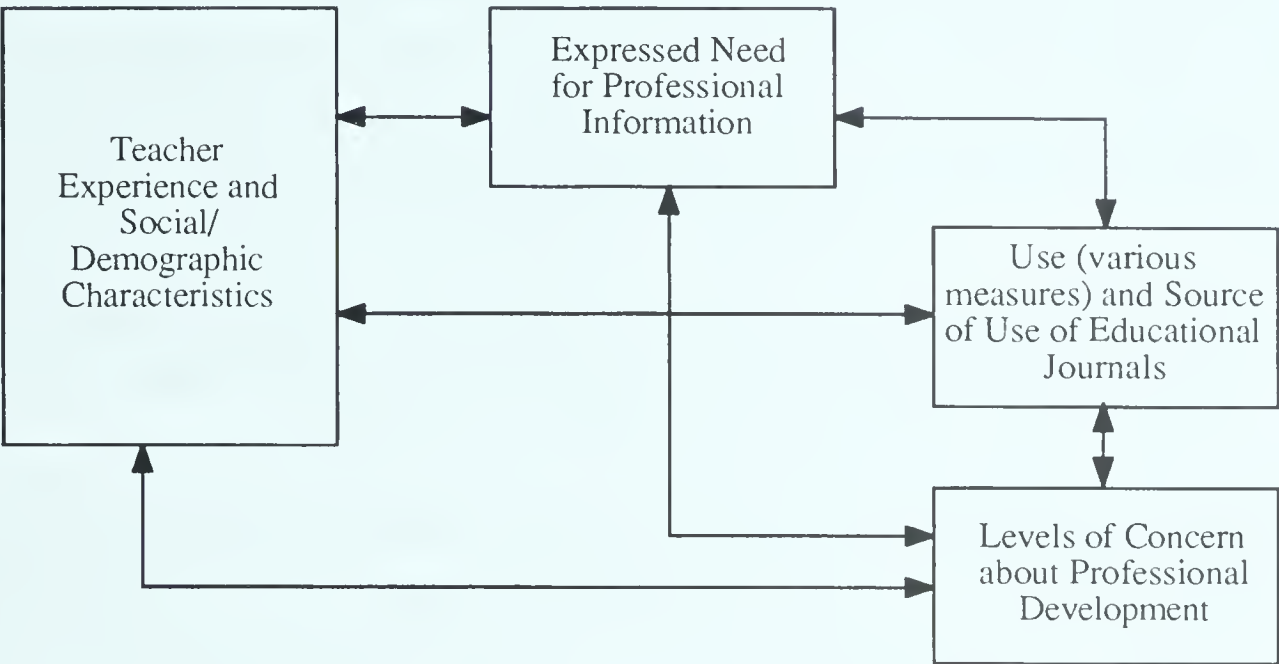
Mathematics teachers were less likely than other teachers of other subjects to need information about student learning - in fact the association between 'Teaching method' and need for information about 'Teaching subject' was inverse for this group!

The examination of the questions which dealt with availability and use of information services as perceived by teachers provided some useful data regarding range and level of services. Circulation of journals and/or articles of interest to individual teachers ranked third highest among those services nominated as available and used and highest among those nominated as not available. The next highest services in terms of non-availability were information on the location of materials in other libraries and inter-library loans from other libraries. It is perhaps significant to note here that all of these services involve 'extension' of the library from within the school into the broader 'marketplace' of educational information. It is essential that teacher-librarians increase the range of services offered at the school level or otherwise more efficiently make known the availability of these services where they already exist.

3. Design of the study

A full explanation of the formulation and examination of the proposed relationships between the groups of variables in Figure 2 can be found in Dillon (1992).

Figure 2: Design of the study



4. Implications for teacher-librarians.

One of the most important areas of competence in teacher-librarianship is to service the professional development needs of teachers. Teacher-librarians need to become '...more service oriented in meeting the needs of teachers in the area of retrieval and dissemination of information' (Broadbent and Broadbent, 1979: 153). The results of the present survey indicated that **teachers' information needs largely related to subject matter and to a lesser extent Schools Renewal**. Much lower levels of need were expressed for materials on topics such as 'Educational theory and research'. Not only should teachers' perceived needs be catered for, but every effort should be made to meet the 'unarticulated needs' of teachers by conducting an assessment of teachers' needs as the basis for determining future professional development. Teacher-librarians need to implement inservice programs designed to increase teachers' awareness of their needs for professional information even if they have not previously perceived a need.

Teacher-librarians can also provide a type of current awareness service to teachers which is epitomised by the concept of Selective Dissemination of Information (SDI). SDI is a feature of special library services. The purpose of such a service is to alert the user to information in his/her field of interest. This may take the form of routing particular educational journals to particular teachers, sending educational research reports and information to certain teachers and so on. An effective SDI service is

based on *individual profiles of special interests* of teachers and the teacher-librarian uses the profile in disseminating information on educational trends, research and materials. Through the school in this way too, the teacher-librarian can endeavour to meet the information requirements of all school personnel, including executive, school council, administrative staff as well as the teacher-librarian him/herself.

While not under-valuing essential services such as user education and reading guidance for students, teacher-librarians must also focus their efforts on services to teachers as these services often result in improvements in teaching practice which ultimately benefit children. In other words, one of the best ways to improve the quality of educational outcomes for children is by providing a high level of service for teachers as proposed by Morris, Gillespie and Spirt (1992: 115):

Perhaps the best way to reach teachers is to give them the personalized attention and professional concern that will aid them in preparing instructional programs - in short, provide the support that will help them to become better teachers.

In rural and isolated areas this type of support would be particularly useful for beginning and/or inexperienced teachers. **The results of this study support Finger's (1983) finding that older teachers do more professional reading than their younger colleagues.** This result would suggest that teacher-librarians would do well to target younger teachers in the delivery of information dissemination services.

Where possible teacher-librarians should promote the range of information services available to staff. Whilst this often occurs on an informal basis (usually at the point of need), more formal activities ensure that *all* staff are aware of the services available. Examples of these kind of activities might include an orientation program for new staff on the first day of the school year or part of a Staff Development Day dealing with internal and external sources of professional information outlining the services available to staff from the teacher-librarian in *obtaining materials*. A problem with the identification of potentially useful information from outside the school is knowing where to obtain it from quickly. This may be a particularly worrisome problem for the rural teacher-librarian who has limited ready access to any large collection of professional information for teachers. It is therefore imperative that training courses for teacher-librarians also contain an emphasis on servicing the information needs of teachers from both internal and external sources and that teacher-librarians are aware of these sources and promote their existence and use by teachers.

5. Conclusion

The results of this study clearly indicate that secondary teachers in rural government schools are at a disadvantage compared to their urban colleagues in the satisfaction of their professional information needs. Rural teachers are geographically isolated from many sources of professional information (including other teachers). They are also concerned (along with their urban colleagues), with the effects of devolution of education in general and on their careers as teachers. Some of the main findings of the study were:

- * Relevance to classroom teaching practice seemed to drive the selection of professional information needed by teachers;
- * After the exclusion of 'Teaching subject', information about 'Schools Renewal' was sought by teachers more often than any other category of professional information;
- * The profile of scores across almost all the professional information categories was higher for '1991' teachers than '1984' teachers indicating that more teachers from the former group desired access to the categories of information than the latter group;
- * Teachers with 'Formal qualifications' in addition to those required for teaching, and with ten or more years of experience sought information about 'School administration', 'Schools Renewal' and 'Curriculum planning', more than teachers with less experience and no 'Formal qualifications';
- * Teachers of English were more likely to say they frequently desire access to (i.e. to 'need') information about their 'Teaching subject' than science teachers or social science teachers;
- * Mathematics teachers were less likely than other teachers of other subjects to need information about student learning - in fact the association between 'Teaching method' and need for information about 'Teaching subject' was inverse for this group;
- * Teachers' information needs largely related to subject matter and to a lesser extent Schools Renewal;
- * The results of this study support Finger's (1983) finding that older teachers do more professional reading than their younger colleagues.

This study has achieved its purpose in providing substantial and unique data about the professional information needs of rural secondary school teachers and their concerns about their professional development. Teacher-librarians have the opportunity to effectively meet the challenge of a growing teacher demand for improved access to professional education resources.

Bibliography

- Batten, Margaret; Mark Griffin and John Ainley. (1991) *Recently recruited teachers: their views and experiences of preservice education, professional development and teaching*. Canberra: AGPS.
- Boylan, Colin. (1991) Educational change in New South Wales: rural teacher reactions and rural development. In Colin Boylan (ed.) *Rural education and local development: Proceedings of the Seventh Annual National Conference, Society for the Provision of Education in Rural Australia*, 109-120.
- Boylan, Colin and others. (1991) *Teaching in rural schools: a study of teacher retention and satisfaction: a joint research project between the New South Wales Department of School Education and Charles Sturt University (Riverina and Mitchell) and University of New England (Armidale)*. [Wagga Wagga, N.S.W.]: Charles Sturt University-Riverina.
- Broadbent, Margaret and Robert Broadbent. (1979, November) Overworked but underused: school librarians and curriculum planning. *Orana* 15,4,147-158.
- Commonwealth Schools Commission. (1988) *Schooling in rural Australia*. Canberra: Curriculum Development Centre.
- Dillon, Ken. (1992) The professional development needs and concerns of rural secondary school teachers: implications for teacher librarians. [M. Ed. (Hons.) Thesis submitted to the School of Education, Charles Sturt University-Riverina], 1992.
- Finger, Jarvis. (1983) Teachers should read?: the periodical literature of the teaching profession, concerns and cures. *Set: Research Information for Teachers*. 1, item 15.
- Juchau, Madeline L. (1984) *Teachers' information needs and the school library*. Sydney: School Libraries Section (NSW Group), Library Association of Australia.
- Kerlinger, Fred N. (1986) *Foundations of behavioral research*. 3rd ed. New York: CBS.
- Meyenn, Bob and Ron Sinclair. (1988) Education provision in N.S.W. Western Region Central Schools: an overview. In Boylan, Colin *Research in rural education: selected papers presented at the annual conference of the Australian Association for Research in Education*. Wagga Wagga, N.S.W.: School of Education, Riverina-Murray Institute of Higher Education, 155-167.
- Morris, Betty J. with John T. Gillespie and Diana L. Spirt. (1992) *Administering the school library media center*. 3rd ed. New Providence, NJ.: Bowker.
- Riverina Region directory, 1991*. (1991) Wagga Wagga, N.S.W.: Riverina Region, New South Wales Department of School Education.
- Wiersma, William. (1991) *Research methods in education: an introduction*. 5th ed. Boston, MA.: Allyn & Bacon.

Work Shadowing

Authors – Sally Dodson and Karen Jensen

Last year I saw advertised in the Ed facts a Traineeship for teacher-librarians in Resource-based Learning. I was very excited as at the time I was at a stand still with the Resource Based Learning in my school. I'd used all my ideas from college and limited field experience and there wasn't much support within my district, most of the other teacher-librarians were either non-contact teachers or took only library lessons. I felt quite isolated and unsure if I was heading in the right direction and my timetable wasn't as flexible as I would've liked it to have been and I found it difficult to find times to co-operatively plan with teachers. I also felt that because our school development plan had one of its overall aims being "RESOURCE USE & MANAGEMENT", and within this the Resource Centre was to be a focus for resource-based learning with the outcome being greater use of the Resource-based learning methodologies across the school, thus children having improved learning, research and information skills I would benefit being involved in this program.

The seven day program which I was lucky enough to be one of three teacher-librarians to be involved in was designed for us to work shadow one of our peers who were "experts" in implementing resource-based learning programs across the curriculum in their schools. I was the junior primary representative selected and the other participants were from primary and secondary. I was teamed with Alle Goldsworthy from Sheidow Park R-7 Schools.

We were given a grant which covered accommodation and my plane flight from Lincoln to Adelaide as well as 5 T.R.T. days. My school had to be prepared to supply two T.R.T. days for the workshop days that were used prior to and after the five day work-shadow situation. These two days, I believe were the essence to what I deem as a successful program. The first day, especially was very beneficial as Alle and I got to know one another and what each of our expectations were. This was especially good because I didn't feel like I was going into a big school not knowing anyone or anything. As it turned out Sheidow Park was a very friendly and welcoming school. All of us, it seemed wanted to get down to the "nitty gritty" of things and find out how our trainers organised their time and how they planned with teachers. As a group we shared information and goal set. The program organisers, Sandra Gapper and Fran Kelly, on

this day, presented the participants with information on Resource Based Learning and explained in great detail how it could be introduced to staff. We were given overheads that we could use and told in what order we could present them. Finally we had our hands on something concrete and visual. The latest resources on this topic were also shared with us. The final day enabled us to continue with our goal setting and develop action plans as well as evaluate the outcomes of the program.

Thanks to Alle I found this whole program to be a most valuable and enlightening learning experience that has enabled me to work more co-operatively with staff at my school to provide a Resource-based learning program. So inspired that I was, in the subsequent terms I managed to accomplish all that was on our school development plan and have the Resource based learning approach running smoothly and satisfied "customers" that it was able to be dropped off the school development plan as a single entity but now it is incorporated into all areas of our school development plan. In fact it is an expectation that all teachers incorporate resource-based learning methodologies into their teaching across the curriculum.

The school I work shadowed at, Sheidow Park was a combined Junior Primary and Primary on one campus located south of Adelaide in a rapidly growing area. There were approximately 700 students R-7. They have two teacher-librarians equally 1.0. Both teacher-librarians co-operatively plan and teach units of work with any teacher from R-7, working in a range of curriculum areas to involve students in Resource-based learning. They use a flexible timetable. The Resource Centre is automated with Dynix and the students use the Public Access terminals and independently borrow and return resources.

The week at this school enabled me to participate in whatever Alle was doing and when Alle outlined her program to me I was very impressed and thought the week ahead of me was going to be very exciting.

We were encouraged to keep a diary for the week and the following are just a few excerpts:-

Observation in year 6 and 7 Girls in Education planning and design session at The School of the Future.

Participation in Resource-based learning lessons in which planning had been done previously. Alle had resources ready for children's use and before each lesson she would go through a different aspect of the Resource Centre, for example the use of the

Resource Centre or the computer. Children's draft work was done on a proforma that included what they already knew and what they would like to find out, had to be conferenced before they went to the computer to search for resources. Any resources located by the children were stored by Alle ready for the next session.

Literature-based lessons and Aboriginal Studies units were used as a basis for Resource-Based Learning.

A variety of approaches and teaching strategies were used from taking half the class each or getting the children to work individually or collaboratively.

Children were encouraged to present their information in a variety of ways, sometimes the School Support Officer types the children's information to put on display boards.

For presenting, Alle used a rotation system which is great for junior primary students who often find it difficult to present in front of a large group or the group have trouble concentrating for long periods. In this case, the class would divide in half and one half presented in small groups all at the same time for a small audience and when a bell rang the audience would rotate, then the children changed groups and listened to the others present. Alle has also found that this works well when inviting parents in to see their children present.

Wednesday was planning day which happened regularly on a fortnightly basis. A teacher releases other teachers on a hourly basis to plan with a teacher-librarian. The topic was established along with a general goal. Learning objectives were defined and previous skills activities were reviewed. Alle keeps all Resource-based learning units that have been planned. A positive approach was used when planning with other teachers and children's ideas were incorporated as well as an excursion. Different aspects of the lessons were prepared by either the teacher or teacher-librarian and clearly recorded so each party knows its responsibilities. Previous plans are kept so information can be accessed at planning sessions. Also, reminder notes were sent out to those involved in the planning sessions. The timetable used in completely flexible and teachers must also consult with the teacher-librarian when booking in a time unless they are simply using the resource centre. Teachers must have a planning session which they mark on the timetable with a "P" before they embark on a Resource-based learning topic.

I attended many hubs and meetings while I was in Adelaide and got copies of skills lists, hub meeting guidelines, viewed Nexus etc.

These snippets of information have proved valuable since I arrived back to school one year ago from now. Resource-based learning is definitely up and running well at Port Lincoln Junior Primary School. Things that I have achieved include:-

In servicing staff at a whole school staff meeting on Resource-based learning using hand-outs and Information Literacy hand-out and introducing to them a flexible timetable.

I arranged 0.1 release time per week for teachers to be released to plan with me.

Ordered new resources seen in Sheidow Park specific to Resource-based learning.

Initiated formal teacher-librarian hubs which have since turned into Resource-based Learning Hubs where teachers are invited along, following hub guidelines.

I have spoken at Hub Meetings in our district, in-servicing staff in Resource-Based Learning. I have been involved in a Train the Trainer course with other teacher-librarians and we have planned training sessions for parents.

I have addressed S.L.A.S.A. on the work-shadow program and written a report for Una Voce.

I have worked co-operatively with all teachers to plan and implement units of study using Resource-Based Learning successfully. I have also worked closely with our SHIP co-ordinator to develop resource-based learning programs for the gifted and talented students at our school.

I am currently in a reference group working on FOCUS SCHOOL TEACHER-LIBRARIAN LEADERSHIP program as follow-on from the success of the Work Shadow program.

The Work Shadow program has given me some of the necessary skills that enable me to speak at this conference and to have achieved the above actions. I felt very privileged to have participated in this program and am confident that my knowledge of Resource-Based Learning has increased and my school and district has benefited from this.

Resource-based learning is the method by which teachers and teacher-librarians can empower students with information skills. This method needs teacher-librarians who are able to confidently help teachers to develop units, and one of the best ways is to see another teacher-librarian at work.

The Work Shadowing program, developed by the School Library Association of South Australia is a method of skilling teacher-librarians. Essentially, it involves a teacher-librarian shadowing another who is skilled in the techniques of Resource-Based learning.

SLASA applied to the Curriculum Directorate of the Education Department of South Australia and received funding for a program. Funding was used to provide TRT days for the trainees, as the program involved a week shadowing at another school. The program was advertised through Edfacts and applications were invited by interested people. Three traineeships were offered, with the final choices having a emphasis upon country teacher-librarians.

Outcomes of the program included: improved leadership skills in Resource-Based learning and information literacy at both school and district levels.

As well as the week of shadowing, the trainers and trainees first met on the Friday of the week before to clarify aims and expectations - and to get to know one another! After the week, there was a meeting on the Monday following as a debriefing session, where we discussed what had happened.

As part of the program, all trainees had to write an article for Una Voce, the SLASA newsletter about their impressions of the work-shadowing program, and their subsequent goals for their schools. Later in the year each of the trainees presented a talk to a SLASA meeting. This talk was about how each of the trainees had met their goals.

I would now like to share with you some of my experiences in the program. The week which I spent shadowing Judy Styles at Aberfoyle Park High School was hard work, but good fun. The only thing which put me off was the drive there and back each day - I live on the north side of Adelaide, but Aberfoyle Park is on the south - a round trip of about 90 km each day, or about 45 - 60 minutes in the car going one way.

My expectations for the week were the following:

- ❖ how to plan units of work with teachers
- ❖ how to organise the Resource Centre effectively to free up the teacher-librarian

- ❖ getting ideas which I could use in my school
- ❖ seeing how resource-based learning actually worked in a school.

Of these, the first was the most important, because although I felt I had read enough about RBL, it was the practicalities that were eluding me.

During the week, I saw Judy and Sue teach various units to students in the Resource Centre, which involved a variety of methods. Seeing these units on paper, and then observing how they were actually operate was valuable because you need to see how the units work in practice, and how the students respond to them. The following are examples :

- ❖ South Australian Aborigines: the students were involved in brainstorming the different aspects of the topic. Ideas were mapped onto the board
- ❖ Environmental issues: mapping and brainstorming again, but now with an emphasis upon sources of information. Students were also asked to think of their questions first, before doing research.
- ❖ Environmental pollutants: sources of information, and the uses of CD-ROM and Presscom.

Although I didn't see the planning of a unit of work, Judy showed me how they did it at APHS. It involves sorting out the length of the unit, objectives for both subject content and information skills, finding what resources are available, and evaluation. Most faculties at Aberfoyle Park have already been in-serviced, and as a result, there are many units which have been planned. Teachers tend to come in and use the programs in consultation with Judy, and make small changes as necessary on the Macintosh. All of the programs that the teacher-librarians have done are kept in folders, along with additional information such as overhead transparencies on such topics as note taking and question forming.

During the week, there were a number of other things which I saw, or picked up during conversation. These included things like:

- ❖ job specifications discussions for award restructuring
- ❖ the advantages of having a Macintosh in the Resource Centre - invaluable for presenting units of work
- ❖ membership of committees: at APHS, a teacher-librarian is on every committee in the school so that the Resource Centre's 'voice' can be heard.
- ❖ the need for the teacher-librarian to have some background knowledge about the topic - especially when helping students to form questions.
- ❖ the use of videos as an introduction to a topic, especially the videos which emphasize research skills (ie. What's going

on Here?)

- ❖ how Reader's Cups can be started, and what they involve. Also, other fiction ideas such as a book reviewing service.
- ❖ ideas for presenting Resource-Based learning to a staff meeting, or a faculty group; and
- ❖ copies of lots of different units which have been used at Aberfoyle Park - which I have used to show teachers the sorts of things that can be done.

I also visited Marion High School, Reynella East High School and Golden Grove High School. At each of these locations, I saw a different style of Resource-Based learning, and I picked up ideas and resources which I could use (ie. using videos as an introduction)

At the end of my week at Aberfoyle Park High School, I sat down and compiled a list of goals which I would try to accomplish when I got back to my school. I shall now go through them and attempt to show how I achieved these goals. In the attaining of these goals I was helped by the other teacher-librarian at Morialta Middle School, Gwenda Steiner.

Firstly, I wanted to meet with the Principal and gain his approval and understanding of what RBL is and how it will affect the school. I did this by giving him a variety of documents about RBL, including Partners in Learning a few days before our meeting. In both cases the Principal was enthusiastic about RBL, and gave me the go-ahead to do as I saw fit.

Next, I planned to speak to a staff meeting about RBL, and then to speak to individual faculties. I spoke to the whole staff, and although I did get positive feedback, I realised that this wasn't really an effective method for telling staff about the virtues of RBL. The next time was part of a school conference day, where we had a smaller group of teachers who received our ideas enthusiastically. We are planning to talk to the Social Science and Science faculties early in term 3, because in both cases we have already worked successfully with individual teachers.

Obviously, one of my main goals was to use RBL at my school. After the staff meeting, and also after my induction talk, teachers came to work with us. In this period, we designed units on Mythology(8), French Cooking (9 and 10), Immigration to Australia pre1945(8), Women in Science (9), Famous Scientists (8), Myths and Legends (8), and Greek and Roman life (8), to name a few.

One of my goals was to obtain South Australian Certificate of Education assessment plans from all faculties, but I didn't do this because our school was amalgamating with Norwood High School this year. We became the Middle School campus (years 8 - 10), while Norwood became the Senior campus.

One idea which I had seen at Aberfoyle Park was Resource Folders. These were folders of recent information on popular topics (ie Greenhouse

Effect) The articles were no longer kept in the vertical file because they kept disappearing. I started these folders at Morialta, keeping to the topics which were always being mislaid from the Vertical File. They were advertised in the morning bulletin, and staff and students are now using them. Students are only allowed to use them in the Resource Centre. It's a great idea!

Another goal was to join a number of committees. With the amalgamation of the school this year, opportunities have been provided for staff to form or join a number of new committees. As a result of this, I am now a member of the Equal Opportunities Committee, the School Development Plan and Junior Curriculum 8 -10. I already was a member of the Management Committee, and I now also go to combined school Management meetings.

I also talked to the Resource Centre's School Support Officers about award restructuring, as this was one of my goals. Although we didn't write their individual job and person specifications, they now know what award restructuring involves, having seen the examples I brought from APHS.

Lastly, I wanted to introduce both the reviewing service from APHS and the Reader's Cup to Morialta. However, this didn't go quite as it was planned due to a lack of time. As we both wanted to start a year 8 reading program, we used the idea of a student reviewing service to ask the 1992 year 8's to read a selection of books which we thought would be ideal for the program. The students had to review the book, and say whether other year 8's would read it. From these recommendations, Gwenda and I planned our STARS program, which we started in term 2.

Other things which have happened as a result of the work shadowing program include:

- ❖ joining the Resource Based Learning network
- ❖ joining the committee of the Resource Centre Teachers Association
- ❖ participating in making a video on RBL which will go out to the external students of teacher-librarianship at the University of S.A.
- ❖ finally getting a Macintosh in the Resource Centre - now that we've got it, we don't know how we managed without one!

In conclusion, the work shadowing program is a valuable one. It enables teacher-librarians to see at first hand the effects that Resource-Based learning can have on a school, and of the advantages it confers upon its students. It is essentially a practical, hands-on experience for the trainees, and it gives them confidence in using resource-based learning in their schools. The only problem with this program was the length of time involved. If it could occur within one week, including the before and after meetings, it would be easier for country teacher-librarians to be involved.

However, this program is essentially an example of Resource-Based learning itself. During this week, the trainees learnt directly from the best resources available - the teacher-librarians who have skills in Resource-Based learning.

TRAINING SCHOOL LIBRARIANS FOR THE NIGERIAN SCHOOL SYSTEM -
A NEW PERSPECTIVE

By

DAVID F. ELATUROTU

Introduction

It gives me pleasure to share thoughts on new perspective in developing training programmes for school librarians in the Nigerian school system at this international conference of School Librarians. As some of us are now aware, the 24th Annual Conference of IASL will hold at Abuja, Nigeria in 1995. I will therefore like to use this forum to give some background information on Nigeria for the benefit of those who may not be conversant with the details of the country.

The Federal Republic of Nigeria is the largest single African country occupying an area of 923,768 square kilometres (356,669 square miles) and having a population of 88.5 million. Nigeria lies between latitudes 4° and 14° north of the equator and longitudes 3° and 14° east of the Greenwich meridian. Thus it is entirely within the tropical zone. Its climate varies from the tropical at the coast to sub-tropical further inland. There are two well marked seasons, the rainy season lasting from April to October and the dry season from November to March. Maximum temperature in the coastal areas of the south is 37°C while the absolute minimum temperature is 10°C . The climate is drier further north with maximum temperature of 45°C . The Federal Republic of Nigeria consists of thirty states. The seat of the Federal Government is at Abuja. The educational system was predominantly British oriented and the

official language both of instruction and government business is English. The provision of primary and secondary education is a shared responsibility between the States and the Federal Government. The country adopts the 6-3-3-4 education system which provides for six years of primary education, three years of Junior and three years of Senior secondary and four years in the University. Education is now compulsory for the child to the Junior secondary school level. Tuition is free in all primary schools, most post-primary and tertiary institutions. The move in the education sector is to make education free at all levels.

Education recorded a phenomenal growth in Nigeria in the 70's not only in terms of increase in the number of institutions and student enrolment but also with reference to its geographical spread in all parts of the Federation. The available statistics on education shows that there are 34,904 primary schools with an enrolment of 12,721,087 pupils, 5,868 secondary schools with students' population of 2,723^{and}791,781 special education institutions with 10,000 disabled children. There are also 249 Grade II Teachers' Colleges with 220,472 students' population, 241 Technical/Vocational centres with 117,852 students' population, 21 polytechnics with 60,533 students' population, 48 Colleges of Education training teachers for the National Certificate of Education having a total of 58,335 students and 32 Universities with over 160,767 students.

The emphasis on education has shifted from the liberal arts to science and technology. The objective of the change in emphasis is to enable the nation meet its manpower requirements in various areas of social, economic and political growth as well as development and modernisation to which she aspires. This was one of the fundamental facts that informed the adoption of the 6-3-3-4 system in the National Education policy which emphasis is on guiding students to enable them choose the career for which each individual is best suited early in life, based on the students' demonstrated aptitude and potential

after the first nine years of continuous education assessment.

School Libraries in Nigeria

The various education laws in Nigeria are silent about the provision of school libraries. This prompted the Nigerian school Library Association to prepare the Guidelines for Nigerian Legislation for School Libraries/Media Resource Centres in 1978, copies of which were submitted to the Federal and State Ministries of Education. The importance of the provision of School Library Media Centres in Nigerian schools for the effective implementation of the education programme of the school has been stressed many times by Nigerian educators. The National Policy on Education which came into force in the 80's recognised the important role of the school library media centre in the education programme of the school and has recommended that all primary and secondary schools, as well as teachers' colleges be planned with libraries/media resource centres which both Federal and State Governments should jointly fund.

Like many other countries, Nigeria experienced a period of economic growth and relative prosperity during the mid to late 70's, the 'oil boom' years. But this period was followed by the hard times of the 80's with the attendant cutbacks in staff and funding slowing down school library development. But the boom of the 70's resulted in only modest gains for school libraries. There are probably several reasons for this. First, available funds went into a rapid expansion of education at all levels, most dramatically the introduction of Universal Primary Education (U.P.E.) in 1976. Funds that could have been used to develop school library services were expended on crash programmes to provide classrooms and teachers for the increasing primary school population. A second reason is perhaps that there was insufficient demand for school libraries either

because of lack of library awareness or because the educational system being practised, the 'chalk and talk' system, rendered them superfluous.

3.0 Recognition and Legislation

There has been increased recognition of the importance of libraries in education on the part of government. The National Policy on Education (1981) makes reference to school libraries as one of the most important educational service and acknowledges the need to supply materials and train staff for school libraries. Government has participated in studies and organised workshops to further the development of school library services, most recently in primary schools. Currently the world Bank Assisted Primary Education Project includes the development of libraries in primary schools. Workshops are being organised to train teacher-librarians for primary school libraries. The Local Government are being directed to build zonal school libraries, at least one in each Local Government to provide library services to schools. The books and other learning resources for the primary school libraries are being evaluated, selected and purchased by the Federal Ministry of Education under the World Bank Assisted Primary Education Project. At the secondary schools' level, both the Federal and State Governments are giving support to school library development.

Recognition of school libraries has also been achieved through the programmes of the Nigerian School Library Association which include organizing workshops, conferences, and publishing professional literature. The Association has succeeded in providing a national forum and stimulating interest in organising school libraries in various states. Attempts have been made to develop standards appropriate for Nigerian schools. Notable efforts by library professionals to publish standards for school libraries include Obi's Manual for School

Libraries on Small Budgets (O.U.P. 1977), Ogunsheye's Manual for Nigerian School Libraries (Abadina Media Resource Centre 1978), and Elaturoti's Developing a School Library Media Centre (Onibonoje 1990). The Federal Ministry of Education (1992) published Minimum Standards for School Libraries in Nigeria.

4.0 Teacher - Librarians in Nigerian School System

In the Nigerian school system, a teacher-librarian is a qualified teacher who possesses in addition to his teaching qualification any of the followings: a degree, diploma, or certificate in librarianship or credits in librarianship courses. He is basically a teacher who in addition to his teaching load, runs a school library without additional remuneration to his salary. In recognition of the additional workload of organising and running the school library programme, he carries less teaching load than other teachers where feasible. The teacher-librarian is involved in teaching other subjects in the school curriculum. In schools where there are shortages of teachers, the teacher-librarians carry full load of teaching leaving no time for the library work. Majority of the teacher-librarians do not have professional qualifications in librarianship.

Elaturoti, (1982) reported that there was only one qualified teacher-librarian with ALA and a teaching qualification in the 293 secondary schools surveyed in the former Western State of Nigeria. Fourteen other teacher-librarians had librarianship knowledge through workshops. The remaining schools had no qualified teacher-librarians. Other studies by Bolodeoku, (1979), Opeke, (1980) reported similar findings.

5.0 Training of Teacher-Librarians for Nigerian School System

Hitherto there has been no recognised training programme for teacher-

librarians by the government for the purpose of employment in public schools. The post of the teacher-librarian as earlier mentioned, has not attracted any additional remuneration. The bulk of the existing teacher-librarians in the school system have been trained through short in-service courses and workshops offered by the Abadina Media Resource Centre, The States' School Library Association, Federal Ministry of Education, State Library Boards, and Teachers Resource Centre, Jos. More recently, some Universities and colleges of education have introduced programmes to produce teacher-librarians for Nigerian school system. Ajibero, (1991) listed six Universities' Library Schools that offer specialisation in school librarianship but remarked that not all the library schools have good programme for the training of teacher-librarians as the courses offered centred on the role of school libraries in the curricula and the need to encourage youth to use the library resources effectively. He concluded that far more concerted and well articulated programmes need to be introduced in Nigerian library schools in order to produce teacher-librarians that would meet the challenges of the National Policy on Education.

Some colleges of education up till 1991 offered courses in librarianship as one of the three subjects studied for the Nigerian Certificate of Education (NCE) a three years post-secondary teachers certificate. Other two subjects offered with librarianship are education and a teaching subject. The graduates of the programme are to be employed in primary or secondary schools as teacher-librarians. This programme is considered a right step towards providing adequate qualified school librarians for Nigerian schools. Contrary to expectation the programme was phased out by the National Council on Education in 1991 on the ground that librarianship is not a teaching subject in schools. Efforts being made to restore the programme has not been successful. However a few librarianship courses have been integrated into the general studies programme to equip the students with the knowledge of organisation

and use of library resources. The phasing out of librarianship as a subject for the NCE programme has brought some set back to efforts to provide qualified teacher-librarians for the Nigerian school system.

There has been the problem of retention of qualified teacher-librarians for a--
in the job/reasonable length of time in the schools for some reasons. The post is not a remunerative one as other duty posts in the school and therefore has no incentive to keep them on the job. Secondly for lack of subject teachers in schools particularly in the secondary schools, the teacher-librarians are usually assigned subjects to teach in the school without any reduction in their teaching load. Thirdly, the teacher-librarians, when promoted to higher posts, find it difficult to combine library work with their new assignments. Frequent transfer of teachers has also deprived some schools of the services of dedicated and qualified teacher-librarians.

The lack of continuity in the service of the teacher-librarians in Nigeria school system has affected adversely the development of school libraries in Nigerian schools and the growth of the professional association of school librarians. The efforts made to get the government to recognise the position of teacher-librarians for appointment and remuneration has not yielded the desirable results due to lack of qualified teacher-librarians in the school system.

The Nigerian School Library Association in realisation of the forementioned obstacles to school library development in the Nigerian schools has resolved to work towards the professionalisation of the position of teacher-librarian in schools. The achievement of this objective would facilitate the government recognition of the position for remuneration and improved career prospects and could help to keep the school librarians on their job in the schools. The Association has also proposed to substitute the designation 'school librarians' for teacher-librarians for all qualified school librarians.

It is also our expectation that the designation 'school librarians' when adopted would make the school heads more conscious that the primary assignment of the school librarian is to develop and run effective school media programme in support of the education programme of the school.

6.0 Proposed Curriculum for Training School Librarians for Nigerian School System

The proposed programme by the Nigerian School Library Association for the Training of School Librarians takes into consideration the librarianship qualifications that are equivalent to the minimum teaching qualifications approved by the government for the primary and post-primary institutions in Nigeria.

The Diploma in Librarianship is being proposed as minimum qualification for School Librarians in Primary Schools. The Diploma is an equivalent of the Nigerian Certificate of Education, the minimum qualification prescribed for teachers in the nation's Primary Schools.

The Bachelor of Library Science is the minimum librarianship qualification proposed for the secondary schools. For teachers who want to train as school librarians after the Bachelor's degrees in a teaching subject the Master of Library Science has been proposed for such teachers. The rationale for proposing these qualifications for school librarians is that they should have equal status with other teachers in the school to be able to relate to the teachers as members of faculty in the discharge of their duties as the media resource specialist in the school setting.

The courses for that programme were designed in collaboration with the Heads of the Library Schools in Nigerian Universities. Three areas of competencies are identified for inclusion in the course programmes: Librarianship, education and teaching subject in the Sciences, humanities or social sciences.

The librarianship courses were selected from the existing courses offered in the library schools with some new additions made. The education courses were selected from the existing courses in the departments of education in the Nigerian Universities that are relevant to the needs of school librarians with or without education background. For the various programmes the following courses are proposed.

6.1.1 2 - Year Diploma in Library Science for School Librarians

Librarianship Courses

Libraries and society	(Compulsory)
Librarian resources	(Compulsory)
Cataloguing and classification	(Compulsory)
Library Routines - Technical and Readers services	(Compulsory)
Library work with children and young adults	(Compulsory)
A - V resources management	(Required)
School and Education Libraries	(Compulsory)
Subject information sources in science, social sciences and humanities	(Required)
Library methods in education (Primary Schools)	(Required)
Compilation of bibliography	(Compulsory)
Library Practice	(Compulsory)
Long Essay: Submission of a paper based on observation during library practice.	(Elective)

6.1.2 Education Courses

Psychological Foundations of Education	(Compulsory)
Introduction to the History and Policy on Education	(Compulsory)
Sociological and Philosophical Foundations of Education	(Required)
Psychology of Learning	(Compulsory)

Principles and Practice of Education	(Required)
Educational Psychology	(Compulsory)

6.1.3 Teaching Subject

The candidate will offer one teaching subject in the related department in the University which would be studied for two years

6.2 Bachelor of Library Science for School Librarians

The course will be a 4 - year degree programme. The candidates would offer courses in librarianship, education and one teaching subject in either the humanities, social sciences or sciences. The courses to offer are listed as follows:

6.2.1 Librarianship Courses

Society development and libraries	(Compulsory)
Learning resources in education	(Compulsory)
Reference sources and user services	(Compulsory)
Cataloguing and classification	(Compulsory)
Technical routine processes	(Required)
Literature and Library Services to children and young adults	(Required)
Collection Development	(Compulsory)
Bibliographies	(Required)
Administration of school libraries	(Compulsory)
The handicapped and library services	(Elective)
Media Technology	(Required)
Indexing and Abstracting	(Required)
Computers in libraries and Education	(Compulsory)
Library Practice	(Compulsory)

Library Survey	(Compulsory)
Interlibrary loan and cooperation	(Required)

6.2.2 Education Courses

Introduction to the history and policy of education	(Required)
Sociological and Philosophical Foundations of Education	(Required)
Psychological foundations of education	(Required)
Psychology of learning	(Compulsory)
Introduction to special education	(Required)
History and Policy of Education in Nigeria	(Required)
General Principles of curriculum and instruction	(Compulsory)
Sociology of Education	(Compulsory)

6.2.3 Teaching Subject

The candidate would offer at least one teaching subject in either the humanities, social sciences or sciences in other departments to study for 4 years.

6.3 The Master of Library Science for School Librarians

The candidates for the master's programme will offer courses in librarianship and education only. The subjects studied for bachelor's degree would be sufficient for required subject background. The candidates would offer more courses in library science to give them the professional competence.

6.3.1 Librarianship Courses

History of Archives, Libraries and Information systems	(Required)
Collection development	(Compulsory)
Cataloguing and classification	(Compulsory)

Subject information sources	(Required)
Indexing and abstracting	(Required)
Audio-Visual resources	(Required)
Automation in libraries, Archives and information centres	(Compulsory)
Administration of school library media centre	(Compulsory)
Reference sources and user services	(Compulsory)
Working with children and young adults	(Compulsory)
Independent study (Project)	(Compulsory)
Practical work in Libraries	(Compulsory)

6.3.2 Education Courses

Philosophy of education	(Compulsory)
Psychology of learning	(Compulsory)
Principles of curriculum design	(Compulsory)
Research methods in education	(Required)

The admission of students on these programmes would give preference to candidates with teaching qualifications. In the selection of the courses we have been guided by the reports of the following Bodies: United Kingdom's Library and Information Services Council's Working Party on School Library and Information Services (1984) IFLA (1985).⁷ Canadian Schools Library Association (1985 & 1989). The reports indicate areas of competence on which training is to be given as education, librarianship and management. For the training programme being proposed for Nigeria, management will be part of the librarianship courses. Provision is made for a teaching subject to be offered in other departments. The school librarian needs the teaching subject for equal

academic status with other teachers. The knowledge of a teaching subject would help him in collection development and reference services to users.

Effort is now being made to organise a national conference on the training programmes later this years. Participants at the conference would include: Library Educators, Librarians, Officials of the Federal and State Ministries of Education, The National Librarian, Nigerian Library Association, Officials of the Teaching Service Commissions, National University Commission, representatives of the Nigeria Union of Teachers, Conference of Principals of secondary schools and Headmasters of Primary Schools, School Librarians and other interested bodies.

The conference would examine and deliberate on the course contents of the training programmes to determine their relevance and adequacy and make recommendations to the appropriate organ of government for their adoption for training school librarians for the Nigerian school system. It is our hope that the School Library Association would receive the needed support from the related sectors in Education to make the proposal a reality.

This gathering provides the unique opportunity to share ideas on this cardinal project of the Nigerian School Library Association. I thank you for listening and your contributions to improving the quality of the training programmes presented here.

REFERENCES

- Ajibero, M. I. (1991) Provision for training teacher-librarians in Nigerian library schools. Paper presented at 12th Annual Conference of Nigerian School Library Association, Sokoto. Mimeograph.
- Dike, V.W. (1991) School library services in the 90's and beyond - a perspective. Paper presented at 12th Annual conference of Nigerian School Library Association, Sokoto. Mimeograph.
- Elaturoti, D.F. (1982) Survey of secondary school libraries in Oyo, Ondo and Ogun States. Nigerian Journal of Library & Information Studies 1 (1) 52 - 65.
- Elaturoti, D.F. (1991) Developing curricula for training teacher-librarians for Nigerian schools. Paper presented at 12th annual conference of Nigerian School Library Association, Sokoto. Mimeograph.
- Federal Government of Nigeria. National Policy on Education. Revised ed. Lagos, Federal Government Press, 1981.
- Hamza, Y. (1990) The Management of change-education in Nigeria under the austerity and structural adjustment programmes in the 1980's Education Today 4 (1) 3 - 17.
- Nigerian Year Book 1992. Lagos, Daily Times 12 - 20.
- Marinho, H. (1991) Basic education and national development. Education Today 4 (2), 17 - 27.
- Nzotta, B.C. (1991) Provision for training teacher-librarians at Ibadan. Paper presented at 12th annual conference of Nigerian School Library Association, Sokoto. Mimeograph.
- Prospectus of Departments of Library Science of Nigerian Universities.

RESOURCING A GREAT EDUCATION

In 1990, Brian Bahnlisch, then Assistant Director, Curriculum Resource Services, Department of Education, Queensland, carried out phase 1 of a review of curriculum resource services and related support services in state schools. In addition to consulting the available literature, he travelled widely throughout Australia, before conducting an environmental scan of the opinions and perceptions of Queensland stakeholders.

In his initial report seven areas were identified for further study. These were:

- . Policy and standards for
 - collection size
 - staffing - professional and ancillary
 - qualifications and training for teacher-librarians and ancillary staff
- . Models for curriculum resource services suitable for a variety of schools
- . Continuing professional development of teacher-librarians and ancillary staff
- . Models for resource consultancy
- . Resourcing needs of school support centres in assisting schools
- . Regional curriculum resource services staffing
- . Joint-use libraries (school/community)

In February 1991, funded by the Literacy Strategy Plan, a Reference Committee comprised of a senior officer from each of the 12 regions, school, parent and union representatives met with a project team of 6 seconded teacher-librarians. A decision was made by that group to confine the project team to three areas of inquiry. These were:

- . Policy and standards for resourcing and staffing
- . Resource services in schools
- . Resource-based learning

Over the following months the project team, using collection instruments devised in collaboration with the Department's Research Branch, gathered information from a range of personnel in 6 regions.

Two recurring themes were identified:

- . the way in which resourcing could become an integral part of the school development planning process; and
- . the way in which resources could best be utilised to achieve goal related learning outcomes and prepare students to become independent learners.

As a result of the initial consultations, the project team used the information to develop a theoretical framework for curriculum resource management. Stakeholders in the other six regions were asked to respond and provide further information. These combined views have resulted in a document which focuses on the independent learner as the outcome of properly resourced learning experiences.

In writing the document the project team were acutely aware of the type of outcome asked for and the need to place it in the current context of education at both state and national levels. We needed to produce a document which would provide a bridge between the rhetoric of theory and the practicalities of implementation. We needed to produce a document which would allow schools to find a way to restructure the learning process to provide a means of personal empowerment of students through learning the skills of

locating, evaluation and effectively using information. All roads pointed to resource based learning as the key to empowerment.

Resource based learning is a term used to describe the learning which occurs when students are actively involved in the meaningful use of a variety of appropriate material and human resources. That definition implies a chain of events beginning with teachers using resources to broaden their information base (resource based teaching) in order to assist learners to become competent users of information. The focus is on how the student is using resources and what the teacher is doing to facilitate learning experiences.

The resulting publication may be used by schools in a variety of ways:

- . as part of the school development planning process to provide a means to highlight resourcing implications of school curriculum objectives;
- . as an analysis tool to create, in a non-threatening way, an accurate picture of school resources and resourcing;
- . as a framework to develop a school wide resource based learning program with a focus on the development of independent learners; and
- . as an ongoing evaluative tool for monitoring all aspects of resources and resourcing and to identify changing needs.

During the course of the project the team identified a significant number of exemplary practices which had a direct bearing on the areas in which they were gathering information. These were collated and brought together as a series of models which schools could use to assist them to move beyond their current levels of development. The models have been presented in a way which allows adaptation to suit a range of situations and comprise Section 5 of the document under the following headings:

- . a schoolwide program for resource based learning;
- . school-based staff development for resource based learning;
- . a collaborative approach to resource based teaching;
- . organisation for maximum access to resources within the school;
- . teachers' involvement in the selection of resources;
- . resource management in small schools;
- . a regional structure for resource networks;
- . implementation and operation of a teacher-librarian circuit; and
- . the position of educational adviser (curriculum resources).

Section 6 identifies the wide range of implications which emerged during the course of the project. These have been divided into a series of issues - staffing, communication, training and development, resource collections and production and funding. The stakeholders have indicated the level of responsibility which can be maintained at local and regional level in developing, implementing and evaluating resource based learning programs.

Statewide responsibilities are now limited to the areas of advocacy and policy development. The issues identified by the stakeholders as statewide responsibilities are listed under the Directorates concerned. It should be noted that although there is an emphasis on cooperatively developed policies and that all Directorates were given the opportunity to respond to the implications statements, practice still falls far short of vision.

SALLY FRASER AND KAREN BONANO
DEPARTMENT OF EDUCATION, QLD.

MANAGING MEDIA CENTRES IN SECONDARY SCHOOLS

Jan A. Kruger
Professor, Department of Information Science
University of South Africa
Pretoria

1. INTRODUCTION

Up to now relatively little has been written and published about managing media centres in schools. It is not quite clear why this should be so. Books dealing with media centres in general, usually include a brief discussion of the topic. What is found, however, is that most publications focus on the use of media in education, information skills, information retrieval and the selection of media with collection development in mind. These topics cover the two fields of expertise of the media teacher, namely education and library and information science. It seems as if management has been overlooked. Is the reason for this that the principal of the school is regarded as the manager of the school and that the media centre is just a part of the school? (Herring 1988:22). However, being in charge of the media centre the media teacher must be regarded as a manager as well (Prostano & Prostano 1987:43). It is therefore desirable that attention should be paid to the management of the media centre.

A second issue that is even more striking than the first one, is the acceptance of the media centre as a sine qua non for effective education and therefore as part of every school. Authors comparing school media services of various countries, regions or education departments, usually take this as their point of departure. They will compare two different systems after which certain conclusions are reached, without them not paying attention to the educational philosophy and policy that the education authorities have with regard to the role of media centres in education. This educational philosophy and policy are the cornerstone on which media centres are developed and utilised. Only systems where this cornerstone is present, can be juxta-positioned. Readers are given the wrong impression when comparisons are made as it is taken for granted that both systems are based on this important cornerstone and that the two systems are therefore comparable. These publications and articles focus on the role of the media teacher in curriculum development, the size and retrieval of the media collection, the physical facilities, curricular media use and the acceptance of the media teacher as part of the teaching team.

2. THE RESPONSIBILITY FOR MEDIA SERVICES

If the education authority accepts the media centre as an indispensable and inseparable part of every school and it has an educational philosophy and policy to this effect (The media centre 1988:2), then attention can be paid to the question of who should take responsibility for media services. The answer to this question is in fact very simple. The responsibility lies with the education authority. The education authority can make certain arrangements to carry out this responsibility. These arrangements go hand in hand with the management of media centres.

Usually two levels of management can be distinguished as far as the management of media centres are concerned, namely the macro and the micro management levels.

2.1 Macro management level

The education authority functions on the macro management level. Due to the fact that media services are specialised services, education authorities delegate this function to an organisation which can take responsibility for it on behalf of the education authority. In this paper attention will be paid to two possible organisations which can provide school media services: firstly, the education media service as an ancillary service of the education department, and secondly, an organisation outside the organisational structure of the education department.

2.1.1 The education media service

Ancillary services functioning in the organisational structure of the education department, usually have an educational bases, because the functions of an education department are education and teaching. The primary function of an education media service as an ancillary service is therefore directed towards rendering a service to education.

The service rendered by an education media service can be divided into three main categories:

(a) The departmental library

The departmental library is a special library that is concerned with the information needs of the officials, both professional and administrative, of the education department including all the teachers of that particular education department. Media teachers can therefore request professional literature from the departmental library to keep track of the latest developments in their field of interest. As the departmental library is rendering a professional library and information service, it is just natural that it finds a home within the organisational structure of the education media service.

(b) The advisory service

Media advisors possessing a teaching qualification and experience, together with either a qualification in library and information science or education technology, provide a very important service within the education media service. Media advisors visit schools on a regular basis to give guidance to the media teacher specifically, and to the principal and subject teachers in general. Dually qualified media advisors are in a position to give guidance on purely library matters as well as on media user education, curricular and extracurricular media use. Because they are, just as in the case of media teachers, in possession of a teaching qualification, they are accepted by the principal and subject teachers as media specialists and consequently close cooperation exists between them. Naturally, their guidance to the media teacher includes advice on matters relating to the management of the media centre. The media advisors operate on the macro management level and are not involved in the day to day management of the media centre at the school. That is the function of the media teacher.

(c) Professional and technical services

The education media service renders important professional and technical services on the macro management level. This organisation is responsible for the planning and provision of physical facilities. This is done according to certain guidelines laid down by the education department as the mother organisation. Professional guidelines are usually formulated by the education media service and then approved by the education department.

Professional services of the education media service include the provision of annotated buying lists of selected and recommended media. Items from these may be selected and ordered by media teachers for collection development. It must be borne in mind that many rural schools are situated far away from booksellers in the cities and are not in a position to visit the booksellers personally. The provision and availability of lists of recommended, graded media constitutes a valuable service to the media teachers. As part of this service, media are classified by professional librarians at the education media service to further ease the task of the media teacher.

Beside these services the education media service may provide complete sets of catalogue cards for the media included in the lists.

The education media service may sometimes purchase media and supply certain items to each school.

2.1.2 Ancillary service outside the education department

When the education department delegates its responsibility for media services to schools to an organisation outside the organisational structure of the education department, it is usually to the organisation that is involved with public library services. This often results in the establishment of combined school/community libraries situated at schools. Otherwise separate school and public libraries are found. Various examples of these two models exist all over the world.

It is not always clear whether there are people in this type of system who do work similar to that of the media advisors in the education media service. If so, it is important to know whether these people possess a teaching qualification and have teaching experience, as the primary function of the media centre is curricular media use which includes media user education. These are pedagogical functions. A media centre which is a model in all respects, but is not used satisfactorily for curricular purposes, should have its right to existence questioned. In addition, one could ask whether the guidance provided on the macro management level, as well as the management of the media centre, are pedagogically sound.

2.2 Micro management level

On the micro management level one finds the media teacher who is in charge of the media centre. The media teacher is the manager of the media centre. He is responsible for the execution of the functions of management on the micro management level. The training of the media teacher must therefore make provision for the execution of the functions of management. In those cases where media advisors operate on the macro management level, media teachers receive guidance from them on the management of media centres.

Often media teachers experience difficulties with the execution of their management functions. The ideal is for the media teacher to hold a senior position on the staff of the school. This will ease his task as manager because he can act with the authority that flows from his senior position. In education systems where the emphasis is on examinations one finds that the senior positions are held by subject teachers who teach final courses. Unfortunately, too often the media teacher is a junior and inexperienced teacher. The result of this situation is that he cannot act with authority in a meeting with experienced and senior subject teachers. That contributes towards a high staff turnover in the post of the media teacher, which in turn has a negative effect on the management of the media centre. Continuity is of vital importance for successful management.

It is desirable to appoint a media committee to avoid and solve problems with regard to the management of the media centre and poor curricular media use. From a certain perspective it can be argued that the media committee is operating on the meso management level, that means on a level between the macro and micro management level.

The media committee comprises the principal of the school, who acts as chairman, and the media teacher who acts as the secretary. Other members of the media committee should be the senior subject teachers, sometimes known as heads of department. Other members of the staff who are involved in extracurricular activities can also be co-opted. The primary function of such a media committee is to plan and promote curricular media use. The value of the media committee lies in the involvement of senior subject teachers in the media centres' services. A by-product of this greater involvement is closer cooperation between the subject teachers and the media teacher, an awareness of the management problems experienced by the media teacher, as well as an awareness of the gaps in the media collection. The media committee can make a contribution towards the elimination of these gaps.

3. MANAGING MEDIA CENTRES IN SOUTH AFRICA

Since unification in 1910 South Africa enjoyed a stable education system. At the moment there are fourteen different education departments besides the four in the independent homelands of Transkei, Bophuthatswana, Venda and Ciskei. Some critics describe these fourteen different education departments as fourteen different education systems. Others regard them as fourteen subsystems of the South African education system due to the extent of their similarities.

With so many education departments obviously some differences are noticeable. Some departments have an education media service and well-developed school media centres. In other departments school media services are poorly developed, while in yet others school media services are almost non-existent. The situation depends very much on the educational philosophy and policy of the different education departments with regard to the role of media centres in education.

During the past decade, and more specifically since the beginning of 1990, South Africa has experienced dramatic changes. Primarily these changes are taking place in the political arena, but they have consequences for other arenas as well. Strong political pressure has been exercised to bring about the establishment of a single education department.

In the process of bringing about a single education department in South Africa, various far-reaching changes have already taken place in the education departments for white children. In the past only government and private schools existed, but since 1992 a third category, state-aided schools has been added. State and state-aided schools are now open to everyone while private schools have their own entrance requirements. Prior to these changes state schools received substantial funds for the development of media centres. Since August 1992 when the new education dispensation for white children came into being, no more funds have been granted to schools for the development of media centres. At the moment it is not clear whether new state schools to be built will be provided with the physical facilities for media centres any longer. As a single education department for the whole of South Africa will be established on 1 April 1994, it is also not yet clear whether funds for media centres will be made available again after that date. It is, however, of vital importance that the

education authority must explicitly formulate in its education policy the role it expects the media centre to play with regard to teaching and learning. There should be a statement on the philosophy, aims and objectives of the media centre in its schools. If the media centre's role is not explicitly formulated in the country's educational policy it will not figure in the curricula or examinations of the education system.

4. MANAGING MEDIA CENTRES IN THE FUTURE

As great uncertainty about the future of school media services in South Africa prevails at the moment, it is obvious that careful consideration is now being given to possible models that might be implemented.

One possible model is the combined school/community libraries that are well-known in South Australia. An alternative model is that of community libraries functioning primarily as public libraries, which can also be utilised by the pupils of the surrounding schools. These schools will not have their own school library or media centre.

There are definitely other models worth considering as well. The fact of the matter is that if the education authority relinquishes its responsibility for media centres on the macro management level, a new body will have to fill the gap if the media centre is to continue to exist. If it is the educational philosophy of the new education authority that media centres have no role to play in the new education system, then media centres in the state schools will become redundant. As far as state-aided and private schools are concerned, it will lie in the hands of their individual management boards to formulate their educational philosophy and policy with regard to the role of the media centre.

One possible model that needs to be considered is the continued existence of the present media centre at a school. At present each school has a management board chosen democratically from the parent community. The principal and his deputy also serve on the board. The management board is involved in the general management of the school.

The instigation of a new body, the management committee, will be necessary to look after the media centre specifically. The management board can ask the management committee to submit a draft of their policy with regard to the role of the media centre in the particular school for consideration and approval.

The management committee should consist of at least one representative of the management board, the principal and/or the deputy principal, the media teacher, one representative of the media committee (which will constitute a subcommittee of the management committee), two or more members from the community (preferably chosen from people qualified as librarians and people involved in the training of librarians and more specifically media teachers, as well as people from the business community).

It will be the task of the management committee to take over the responsibility of the education media service on the macro management level if the education authority relinquishes its responsibility. If the management board of a particular school decides that a media centre at the school is unnecessary, then a management committee for the media centre will probably also be unnecessary, except if such a committee were to take up the challenge to persuade the management board to change its mind.

The management committee can appoint various subcommittees. Reference has already been made of the media committee which is responsible for planning and promoting curricular media use. Other subcommittees could take the responsibility for fund raising, or cataloguing and classification of newly bought media or for providing assistance at the reference and lending desks.

This management model could ease the management function of the media teacher tremendously. It would no longer be necessary for the media teacher to convince the principal or subject teachers of the importance of the media centre. That would be the task of the management committee and its various subcommittees. By implementing this management model the continued existence of the media centre would be ensured.

Bibliography

American Association of School Librarians and Association for Educational Communications and Technology. 1988. Information power. Chicago: ALA.

Gawith, G. 1986. A future information generation: the role of the school library. New Zealand libraries, 45(3):49-53.

Herring, James E. 1988. School librarianship. 2nd edition. London: Bingley.

Kruger, J.A. 1987. The school library as an integral part of the school. School librarian, 35(2):107-111.

The media centre: a guide for those concerned with media centres and school libraries. 1988. By C.M. Vink, J.H. Frylinck, J.A. Kruger and J.S. van Niekerk. Pretoria: Acacia.

National Education Policy Investigation. 1992. Library & information services: report of the NEPI Library and Information Services Research Group: a project of the National Education Co-ordinating Committee. Cape Town: Oxford University Press.

Prostano, Emanuel T. and Prostano, Joyce S. 1987. The school media center. 4th edition. Littleton. Colo.: Libraries Unlimited.

Smith, J.B. & Coleman, J.G. 1992. From the editors, in School library media annual; volume ten, edited by J.B. Smith and J.G. Coleman. Englewood, Colo.: Libraries Unlimited.

University of South Africa. Department of Library and Information Science. 1988. The use of libraries for the development of South Africa: final report on an investigation for the South African Institute for Librarianship and Information Science. Pretoria: University of South Africa.

Yesner, B.L. & Jay, H.L. 1987. The school administrator's guide to evaluating library media programs. Hamden, Conn.: Library Professional Publications.

SHIP Workshop

The Ship Programme

Author – Jo Painter

For many years gifted children in Australia were supported by individuals aware of their needs. This was a very haphazard arrangement as these people were not supported by local, state or national bodies. State Education Departments did write policies in the late seventies and early eighties but very little benefits to gifted children resulted from these. It was not until the 8th World Conference was held in Australia in 1989 that Australia seriously looked at the status of and provision for gifted students.

Over the past few years, the Australian Association for the Education of the Gifted and Talented, founded in 1985, has worked to raise awareness across the country by organising training and development for teachers and parents, by running workshops and competitions for gifted students, by publishing information and by lobbying politicians.

State associations have been active for a much longer period, the first state association-----having been founded in 1977. These state associations have taken the lead in supporting the parents of gifted children, in extending and enriching gifted students and in seeking political support. In 1993, it can be stated that every state and territory in Australia has initiated and implemented programmes and policies to cater for the needs of gifted children. It can also be stated that these are many and varied.

Until recently, the situation in South Australia meant that the state education department was held responsible for fostering the gifts and talents of South Australian students. School principals were encouraged to establish systems of identification and ways of providing for these children as part of curriculum planning. The duties of area directors included the implementation of policy statements and the management and evaluation of provisions within their area which comprised both the school and the wider community. Practices included clustering groups of schools, mentoring, summer schools, flexible timetabling, acceleration, vertical grouping, enrichment activities, cross-age tutoring, and equal opportunity programmes. In theory one might gain the impression that much was done for gifted students. In practice very little of real benefit occurred in schools.

In 1989, all state and territory ministers of education met, the outcome of which was a document entitled the *National Goals of Schooling*. The third goal on this document is:

To promote equality of educational opportunities and to provide for groups with special learning requirements.

It was therefore argued that providing appropriate educational programmes suited to the special needs of gifted students is just as much an equity issue as the provision of appropriate programmes for children with disabilities.

The Ship Programme

in the same year, the *Senate Select Committee Report on the Education of Gifted Children* recognised that gifted children are a disadvantaged group in our educational system because their needs have not been widely recognised, especially at a national level. The committee stated:

Many of the gifted will not achieve their full potential, unless special educational provision is made for them. Both they and the nation will benefit from the recognition of them and their talents.

The Education Department of South Australia has set up a project to establish focus schools for educational programmes for gifted children. Seven focus schools have been selected. These are:

Linden Park Junior Primary
Magill Junior Primary
Torrensville Primary
Clapham Primary
Madison Park Primary
Port Lincoln Primary
Fisk Street Primary, Whyalla

Linden Park Junior Primary is a city school in an affluent area. It has an enrolment of approximately 300 children and 18.2 staff. Teachers are encouraged to work together in year levels with planning, programming and organisation. Specialist programmes in Dance and Science are provided as part of the NIT (Non-Instructional Time) allocation. Mother Tongue Maintenance Programmes are provided in Chinese (Mandarin) and Iranian (Farsi). There is a considerable gender imbalance; 59% of students are boys and 43% are girls. 5% are school card holders and 23% are of non-English speaking background. The majority of these children are from China, Japan, Korea, Iran, and Sri Lanka.

Magill Junior Primary is a large school of approximately 370 students in the foothills of the eastern suburbs. The Magill community consists of predominantly middle class families where families are generally well-educated and many hold professional or management positions. They are well-informed about educational issues and hold high expectations for their children. The school has had an ongoing commitment to students with high intellectual potential for several years and has established a comprehensive programme for them. Most classes are structured in composite year levels with clusters of identified students of high intellectual potential in each class. An affirmative programme for gifted girls is in existence.

The strategies used at Magill include flexible progression by subject and year level acceleration and differentiation of classroom programmes. There are some withdrawal programmes for mathematics, language, research, art and Chinese held

The Ship Programme

within school hours, during lunch times or on Saturday mornings. Higher level thinking strategies are taught to all children. The school enters teams in the national Future Problem Solving Programme and students are encouraged to enter other competitions.

Torrensville Primary school is located in the western suburbs. It is an R-7 school with an enrolment of about 200 students. There are at least 26 different cultural groups represented in the school including children who are Aboriginal. A significant number of children come from families in poverty. Over 50% of the children obtain school card. There is also a gender imbalance of boys to girls, approximately 60% to 40%. The School Development Plan addresses the following areas: Social justice, parent participation, mathematics, environmental education, expressive arts, literacy, science and technology and behaviour management. The school operates Saturday classes in Drama, Art and Science. In addition, a homework centre for Aboriginal students operates after school twice a week.

Clapham Primary is an R-7 school comprising 380 students. The school is involved in the National Schools Project which focuses on restructuring learning. All classes are arranged in multi-age groups. Specialist programmes in music, computing, science and physical education are offered. Some staff work in team situations and many classes utilise peer teaching situations and cross-age tutoring.

Madison Park Primary has an enrolment of 550 and shares a campus with the Junior Primary (300). The school has a significant NESB enrolment and Vietnamese is taught for Mother-Tongue Maintenance. 25% of the students receive assistance through school card. The school is one of the annexes of the regency Park Centre for the Disabled.

The school aims to assist children to reach their potential and there is a strong commitment to a *success-orientation* for all students and staff. For three years the school has had a specific interest in the education of students with high intellectual potential. A variety of identification procedures and learning options, particularly mentoring, clustering and acceleration have been attempted. A high priority is placed on effective learning programmes and training and development for teachers.

Port Lincoln Primary School is situated on the southern tip of Eyre Peninsula. Together with the Junior Primary School just across the road it is one of the largest R-7 schools in the state with nearly a thousand students. The school has a history of involvement with the fostering of gifts and talents over a ten year period. It has variously maintained extension group activities at each year level and initiated magnet classes for attendance by students from other schools on Lower Eyre Peninsula.

The school supports many options for gifted children, such as acceleration by subject, LAP Tutor programs, Classroom Learning Centres and special seminars. Other

The Ship Programme

support programs consist of instrumental music, choral training, science fairs and chess.

Fisk Street , Whyalla , Primary is an industrial town on Eyre Peninsula approximately three hundred miles from Adelaide. Like Torrensville, it is a Priority Project school with approximately half of its 320 students receiving school card support. Fisk Street is an R-7 school consisting of 13 vertically grouped classes.

There is an emphasis on every student achieving their personal best. The school vision is to achieve excellence with fairness. Each student has a Student Development Plan which is negotiated through consultation between parents, students and staff.

These plans target specific areas for development for each student and outline strategies and evaluation procedures for these areas.

Fisk Street is also a support school for the English as a Second Language in the Mainstream, a focus school for Literacy and a base school for Vacation Recreation programs.

The selection of these schools was made with a cross section of geographical locations and socio-economic areas in mind. As can be seen from the brief description of each school, taken from each school's context statement, there is considerable variation between the schools as regards the type of student, the expectations of the community and the educational emphases. This kind of variation can be found across the state.

Documentation relating to the aims and objectives of the SHIP Focus Schools Program is very specific, as is demonstrated by the following information.

The funding has been approved for three years, with an approximate amount of \$80,000 allocated per year. The focus school concept is designed to set up networks of schools based around the focus schools for the purpose of highlighting identification procedures, flexible school organisation and documenting and disseminating enrichment programmes and materials. at the end of this three year period, a review of student outcomes will determine future directions.

In South Australia gifted students are termed *Students with High Intellectual Potential*. Hence the acronym SHIP. The present focus schools project is planned for Reception to Year 7 only, but the Education Department plans to target secondary schools in 1993.

The South Australian Education Department's Charter *Educating for the 21st century*, in conjunction with the *National Goals for Schooling in Australia*, contains a number of educational imperatives which require significant changes in the ways in which

The Ship Programme

schools organise and manage learning opportunities for all students, but the greatest impact will be on those students with high intellectual potential. These students require significant and diverse opportunities in order to achieve successful outcomes and need to be challenged to strive for the achievement of their personal best.

Students with high intellectual potential are a part of every school population and it is vital that educators are aware of the factors that either influence or inhibit these students. Personal factors which may affect a student's performance are peer pressure, self-esteem and motivation. External factors are those such as disability, cultural and linguistic background, and socio-economic and socio-cultural background.

The South Australian Education Department, in line with current educational initiatives throughout Australia, acknowledges that the provision of opportunities for students with high intellectual potential should be an integral and ongoing part of class and school programmes. Through the provision of expertise, resources and personnel, the focus schools will implement the *Students with Gifts and Talents Policy* which has been revised and rewritten. The focus schools will provide strong leadership and coordinated support for network schools.

PLANNED OUTCOMES OF THE FOCUS SCHOOL PROGRAMME

- * the implementation of a revised policy statement
- * the establishment of a network of schools to provide training, development and support for teachers working with students with high intellectual potential.
- * a range of out-of-school and inter-school activities for children with high intellectual potential conducted at system's and local levels.
- * a number of students participating in accelerated learning programmes within their own schools and with other providers.
- * the preparation and distribution of class and school programmes and support materials through Windows on Practice.
- * documentation of the focus school development process to provide guidelines and models for other schools.
- * an evaluation of the programme in terms of student outcomes, teacher development and curriculum outcomes.
- * a training course for teachers developed in consultation with relevant tertiary institutions with credit allowed for a post graduate award.

Expectations of Focus Schools

Each school selected into the programme will demonstrate an appropriate range of teaching and learning practices for students with high intellectual potential with particular emphasis on the following:

- * classroom practice by project teachers which enables students with high intellectual potential to be identified, assessed and appropriate learning programmes negotiated.
- * provision for accelerated progression through the schooling system.

The Ship Programme

- * provision for children to undertake learning programmes in other locations including secondary schools, tertiary institutions and within the community.
- * provision of a range of resources for children with high intellectual potential.
- * organisation of programmes during and out of school hours for students from their own school as well as students from other schools.

A coordinator position will be established in each of the focus schools. This position will be in addition to the school's band two allocation. the coordinator will support project teachers by working collaboratively within their classrooms. They will provide in-school and outreach leadership in training and development and the coordination and establishment of appropriate learning programmes.

Each focus school will be allocated additional salary to enable the selected project teachers to participate in the initial training and development programme. They will also require time to work with other teachers both within their their own school and from outside their school.

The criteria as set out in the *General Information regarding the Focus Schools Program* will apply. An additional requirement will be for schools to have the potential to develop new links with secondary schools and tertiary institutions or strengthen existing ones. These links will provide access to a wider variety of learning environments.

Timeline

The SHIP Programme has three phases

.Phase 1 1992-1993 consists of the establishment of the programme. Phase 1 will be characterised by significant training and development within each focus school without the responsibility of working with other schools. During this phase, the following will occur.

- * selection of schools according to criteria.
- * selection of coordinators and project teachers for the program.
- * negotiation of resources and operation modes between focus schools and the *Schools and Curriculum Unit*.
- * development of action plans , strategies, outcomes and guidelines.
- * training and development for the coordinators.
- * training and development of focus schools personnel (principals, deputy principals, coordinator and nominated project teachers.
- * project teachers will develop and trial materials and contribute to the development of resource packs.
- * establishment of a resource collection within the focus school which will involve the trialling and evaluation of commercially produced material.
- * coordinators and project teachers will share their expertise with colleagues from within their own school.
- * development and implementation of evaluation strategies which will be used to

The Ship Programme

monitor the program and student outcomes

- * documentation of the program's development.

Phase 1 will also see the establishment of a network across the six focus schools

Phase 2 1993 & 1994

Phase 2. will be primarily concerned with the focus schools establishing their networks. During this stage the following will occur:

- * Coordinators of focus schools, in collaboration with their principal and the *Schools and Curriculum Unit* will negotiate structures within which the network schools will operate.

- * training and development of teachers from network schools

- * dissemination of innovative class programs and teacher generated materials and

resources within the network.

- * Coordinators and focus schools project teachers to work collaboratively with teachers from network schools

- * documentation of classroom practices for dissemination

- * development and implementation of evaluation strategies that will be used to monitor the program and student outcomes.

Phase 3 1995

Phase 3 will involve evaluation of the program and determining future directions.

a number of schools outside the networks served by the focus schools may also have a commitment to the goals of this programme and may make provision for a band 2 leadership position from within its formula allocation. These schools will be linked with a focus school through a "corresponding member" arrangement, which means that these schools will be able to access programs and resources from the focus school according to their availability.

Coordinators will be selected on merit using Education Department selection procedures and a common panel.

Teachers will develop skills in identifying students with high intellectual potential from the full range of the student population and will develop appropriate programs for them. These teachers will manage training and development programs for other teachers. They will welcome other teachers into their classrooms, demonstrate practice in their classrooms and lead workshops. Regular liaison between the teachers and parents will be essential in the development of negotiated learning programs.

In their classrooms, teachers will effectively use teaching strategies such as:

- * self pacing and self selection of learning
- * flexibly organised instruction
- * development of extension materials and activities
- * contract learning/discovery learning approaches

The Ship Programme

- * “interdisciplinary” treatment of topics and issues.
- * the use of problem solving methods to investigate real-life issues and problems
- * collaborative learning strategies
- * the use of learning situations in the community such as school community links
- * students as learners with other students sharing their insights, experiences and skills.
- * developing interactive learning methods which lift the levels of student’s thinking
- * developing sound expectations of good learning outcomes for all students
- * encouraging students’ natural sense of creativity and extending these skills
- * using resource based learning, information retrieval skills and relevant technologies.

A training programme for coordinators and project teachers will be developed in

consultation with the tertiary sector. Currently a course is being offered at Flinders University. Negotiations will be undertaken with the institution for the course to become the basis for the coordinator/key teacher training and development programme. A further initiative to be explored with the three universities will be the development of a Graduate Certificate of Education course consisting of six semester units. A process of liaising with the universities for access to courses for students enrolled in schools but who require extension in their learning programs will also be explored.

As can be seen the program has been carefully planned and six months into the program, matters are proceeding according to plan. External and internal coordinators have been undergoing training and development themselves while managing training and development for the designated focus teachers within their respective schools. Gifted children have been identified and many programs, strategies and resources aimed at benefiting these students are being organised. Planning for Phase 2, the setting up of networks is on the drawing board. It will be very interesting to see how the push for National Profiles and a Standardised Curriculum Australia wide will meld with the Ship Focus Schools Program



LIBRARY TRAINING IN THE SOUTH PACIFIC
FROM 1972 - 1993

Presented by
Melvyn D. Rainey
Coordinator, USP
Training Programme

Although this paper will primarily be about the new Diploma in Library/Information Studies which was first offered at the University of the South Pacific in 1990 I feel it is necessary to give you a bit of background leading up to its inception so that you might better understand how we arrived at the present programme. Let me begin by stating that the University of the South Pacific is celebrating its twenty-fifth birthday this year. The institution first opened its doors to students in February, 1968. As an institution of higher learning, it is unique in that it is one of the few regional universities in the world. Its main campus is in Suva, Fiji and it caters to the needs of twelve Pacific island countries, namely the Cook Islands, Fiji, Kiribati, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Western Samoa and the newest member, the Marshall Islands which became a member in 1991. The region stretches over an area of eleven million square miles of ocean, an area which is three times the size of Europe. (Appendix I) The total land mass is roughly one-third again as large as Denmark and the population of the region is just over one and one-half million. (Appendix I)

To develop a training programme which would meet the needs of such a vast area was not an easy task for while the people of the South Pacific have much in common, each country has its own distinct culture and tradition. The University from its very beginning has always been conscious of this in any attempts it has made to introduce new programmes. As well it has been charged with the maintenance, advancement and dissemination of knowledge by teaching, consultancy and training responsive to the well-being and needs of its South Pacific communities.

At the present time the University has approximately ten thousand students and roughly seventy percent of them undertake their studies through distance education. Over the years the University has established University centres in all member countries with the exception of Tokelau which has an office at the Western Samoan Centre. The Marshall Islands as yet does not have a centre but this will be established in the near future. In all

established centres, libraries have been organized and catered to by the main University Library. The centre libraries are primarily for the use of students taking distance education courses. In some countries the libraries are under the leadership of people who have completed the Certificate in Librarianship and who are now working towards their Diploma in Library/Information Studies.

Library Training 1972-1980

In the area of library training the University has played a major role. When the University first opened its doors in 1968, the professional library staff quickly realized that training for junior and intermediate staff and those working in libraries throughout the country was paramount. Within a period of four years the professional staff at the library along with Library Services of Fiji met the challenge by developing the first semi-formal training for non-professionals in Fiji. The Fiji Certificate was in existence from 1972-1980 and although it was primarily for people working in Fiji there were some people from other countries in the region included in the programme. The training was in the form of a series of one week workshops and it was this training that was instrumental in fostering interest in developing a programme that would benefit the entire USP region. In the eight years it was offered a total of seventy-two people received their first training and a large number of them have continued on with further training. It is this group that has formed the core of a dedicated group of semi-professional library assistants in the South Pacific.

Certificate in Librarianship 1981-1993

By the middle of the 1970s it was obvious that a more intensive training programme that would include both theory and practical aspects of librarianship was needed throughout the region if libraries were to make an impact on communities. By early 1981 funding for such a programme was approved by Canadian International Development Agency, (CIDA). By the second semester of 1981 the first two courses of the six required for completion

of the Certificate in Librarianship programme were offered through distance education. The new programme was a vocational programme and the teaching/learning mode was carried out by satellite tutorials, face to face tutorials for those students living in the vicinity of the University, written assignments and some regional workshops. In 1984 the Canadian funding ended and the University took over the financial cost of continuing the programme. At the end of 1992, one hundred and eighty six people in the USP region had gained the Certificate in Librarianship. (Appendix II) When the programme ends in 1993 it is expected that approximately two hundred people will have completed the certificate. No new students have been accepted into the programme since 1990. It is worth noting that at this point in time there is a movement throughout the region to revise, update and reinstate the Certificate as many in the region feel there is still a need for it and that it is a viable entry point at which to begin library studies. Whether or not this will be considered by the University Senate remains to be seen. The Certificate programme has been quite successful and most people who completed it are working in libraries. A number of people migrated in 1987 at the time of the Military Coups and among those leaving the country were librarians; a large number of these people have been able to secure positions in libraries at a paraprofessional level.

Diploma in Library/Information Studies

By the middle of the 1980s the question had arisen about the need for further training beyond the Certificate level. University centre directors, government officials, as well as librarians throughout the region saw a need for further training in their respective countries. The University library professional staff under the leadership of Esther Williams, the University Librarian and Donita Simmons, the Senior Assistant Librarian, began working on a proposal for the new programme. Simmons, (1987) stated that a great amount of preliminary work went into the various areas to facilitate planning and assessing the need for upgrading the current certificate to a diploma; analysing the components in each of the coursebooks currently being used; identifying

instructional components not included in the Certificate that should be included in the Diploma, and obtaining input from practising librarians on the need for a diploma programme, its content and methods of making it available to students.

One of the first decisions made at the very outset of discussions was to expand the concept of the programme from 'Librarianship' to 'Library/Information Studies'. This concept was carried through to expanding the term 'libraries' to 'library/information centres' and the term 'librarian' to 'library/information specialist.' It was thought the new terms would more accurately define the role of libraries and librarians in the world today. Financial support for the new diploma programme came from the Canadian funding agency International Development Research Centre (IDRC) in 1988. Financial support was given for a three-year period. This money was used for the writing of course materials, purchasing textbooks and paying the salary of one person. At the end of the three-year period the University accepted the financial responsibility for the continuance of the programme.

The Diploma does differ from its two predecessors in a number of ways. Perhaps the greatest strength of the new programme has been the involvement of more experts from outside the region. Two course writers from the Australian National University and the University of British Columbia who have had a number of years experience working in the South Pacific and who have a good understanding of the needs of the region were hired, the former on a part-time basis the latter full time. Four other course writers from the University of Hawaii, the University of Maryland and the California Lutheran University spent from six months to a year on sabbaticals working on new course materials. As well, a public librarian from New Zealand who is working in Fiji has been involved on a part time basis writing materials. Professional staff from the University Library have been involved in giving feedback and making suggestions about written materials. Having a large number of writers with different backgrounds and expertise involved in preparing courses has been advantageous because it has given the programme a broader range of ideas and a richer in-depth appeal for students. Secondly, the

Diploma is a recognized and accredited University programme and can be a step towards gaining a degree at the University of the South Pacific. The library/information courses are all at a first and second year level. For students who do not wish to continue towards a degree they may stop once they have completed the ten courses required for the Diploma. Those wishing to continue towards a degree will have completed one-half the courses required for an undergraduate degree.

As one would expect the qualifications for admittance to the Diploma programme are stricter than for previous programmes. Admission may be granted in any of the following ways:

- . candidates who have successfully completed the USP Certificate in Librarianship or its equivalent; OR
- . candidates who have passed the New Zealand University Entrance or the Senate approved Sixth Form examination and LLF11 - Communication and Study Skills course and have three years relevant work experience; OR
- . candidates who have obtained credit towards a university degree or diploma may be admitted with certain credit exceptions as the Senate considers appropriate; OR
- . candidates who pass LLF11 and qualify under the mature age regulations and have three years relevant work experience.

The library/information courses total nine in number, six of the nine are required to complete the library requirements towards the diploma. In addition to these six courses, four academic electives must be taken. Students may elect to do four one hundred level courses as electives or they may use a combination of one and two hundred level courses. In choosing electives many students have elected to take management and computer courses, although history, geography, English and sociology are also popular courses.

The first four library/information courses cover basic areas of librarianship that are found in overseas professional library schools: the role of libraries in society; selection and collection development; cataloguing and classification; and reference/information services. The course in Library/Information Management and the four specialized courses in School Library/Information Centres - Academic Library/Information Centres, Public Library/Information Centres, and Special Library/Information Centres are all at the two hundred level. The management course is a required course and in the specialized courses students are required to choose one course although they may take more than one if they so desire. It is being proposed to the School of Humanities of which the Library training programme is part, that the four specialization courses be moved from a two hundred level to a three hundred level. This would give students a double major if they wish to complete a degree. Each of the specialized courses is treated in much greater detail than they were in the certificate programme, where only the school library course was a separate course. (Course descriptions Appendix III)

The Diploma began in semester one, 1990 as an on-campus pilot programme. Twenty-five students were accepted from the Cook Islands, Fiji, Kiribati, Solomon Islands and Western Samoa. The Department suggested names of candidates who had completed the Certificate, however the final decision had to be left to the individual countries. Twenty-two students began the programme and three students dropped out before the third semester was completed. Scholarship money was provided by the Asia Foundation and the IDRC. This money was used for living accommodation, text books, fees, etc. Governments from the various countries paid airfares for their students.

Each semester two library/information courses were offered and those students who were attending fulltime took one or two electives in their programme as well. To make it possible for a number of students in the Suva area who were working and who could only attend classes after work, the library/information classes were held from 5:00pm - 8:00pm on Tuesday and Thursday

evenings. Classtime was divided into lectures, group work, individual presentations and visits to different types of libraries in the Suva area. After each semester students and the teaching staff evaluated the courses. The course materials were improved upon according to the evaluations and were then given to the University Extension Unit, where a course developer and the course writer concerned collaborated on strengthening the instructional design of the courses to ensure the different learning styles of students could better be met. This work normally takes one semester to complete. It is then offered through the Distance Education Programme. Each semester a course is offered, a new assignment booklet is prepared for students.

The overall response from the on-campus students was on the whole positive. For the most part students were keen and active participants in all activities. For many of the students who came from the region and from other parts of Fiji, it was their first time away from home. Homesickness for family and a familiar environment was a problem for some but on the whole they coped amazingly well.

The first distance education courses were offered in semester one of 1991. Each semester is fifteen weeks in length and there is a two week period at the end for students to revise and prepare for examinations. The University has recently given departments the option of trying a thirty week semester, because of difficulties with mail services among USP countries among other problems, the Department has opted for the longer semester. We believe it will give students more time to spend on their studies and assignments and thus have a better understanding of the materials being covered.

There are one hundred and fifty students at various stages in the diploma. Each semester there are approximately twenty new students who begin their studies. At the time of enrolment counselors in each country travel throughout the region to various centres helping students choose courses. As well, the coordinator of the programme spends considerable time pointing out to students the various options available, however, the final

decision is left to students. Making such decisions is often very difficult for students because most of them have never been faced with making decisions of this nature.

Evaluation of students is never an easy task and it is particularly difficult to evaluate students who are taking courses by distance learning. Fifty percent of their final mark is based on their four assignments in each course and fifty percent is based on a final examination. Students must have a passing average in both the assignments and the examination. The students studying by distance education are on the whole coping quite well with their studies. There are of course some difficulties which both students and course writers face. For students, the greatest difficulty is with the English language. English is a second and in some cases a third language for many students and while their spoken English is reasonably good they often have difficulty expressing their ideas in written work. Meeting deadlines in getting assignments turned in is a serious problem for many students. Assignments are spaced from six to nine weeks apart depending on the amount of work covered in the assignment but the concept of how much time is required to study the material and do the assignment poses a serious difficulty for students even though we indicate the minimum amount of time they should spend on the work to be studied. The greatest difficulty that course writers encounter in preparing courses is locating material written locally which is suitable. Many of the readings from overseas journals have to be summarized or adapted to meet local needs. To be able to write materials at a level which can be understood by students and at the same time not insult their intelligence is not an easy task.

The Diploma has given graduates the opportunity to gain new in-depth knowledge in the area of computers and this will be a basis which will help them to keep pace with technological changes that are taking place at a rapid pace in the South Pacific. The programme has also helped to build their self-confidence and hopefully their professional understanding of what library/information centres are about. The Diploma programme provides people with appropriate training at the semi-

professional level and thus will help them to more realistically meet the informational needs of the region. The training at the diploma level is helping to bridge the gap between the library assistant and the professional librarian. The offering of the diploma through distance education will allow students to gain their qualifications with a minimum of loss of income and personal dislocation, and furthermore the programme will reach the greatest number of people for the least amount of financial resources.

Future Training

What does the future hold for the library/information specialist in the USP member countries of the South Pacific? I believe that we can take an optimistic view for the future. As countries in the region continue to develop, there will be an ever greater need for well-developed library/information centres and library/information specialists. The job market at the present time is reasonably bright. An area where library/information centres are likely to continue to expand is in schools. Good library/information centres in schools are an essential part of a good education. Young people who graduate from schools who have had the privilege of using well-stocked, well-organized and well-run library/information centres are the basis for improving the ability and interest of library/information users. Special library/information centres in government, industry and the private sector are also likely to continue to develop as society realizes the need for a greater variety and amount of information.

At this point in time it is difficult to say what type of training programmes will be developed in the next decade. It is not likely that a new programme will emerge before 2005. The question of developing a professional degree programme has been mentioned but that hardly seems likely at the present time because the financial costs are beyond the University's capacity. The lack of resource materials as well as human resources and physical space makes such an undertaking impractical. There is also the question of whether or not enrolment would be sufficient

to support such an undertaking. It is more reasonable to expect that as people complete their undergraduate degree along with their diploma they could be sent overseas to gain their professional qualifications. In the long run this would be less costly and for students it would be an opportunity to gain a more international outlook about the profession.

During the next decade it is reasonable to assume there will be a greater number of in-service professional workshops for practising library/information specialists. Such workshops are likely to involve the technological advances that are beginning to find their way into South Pacific libraries. Outside USP the growth and use of computer applications has made a considerable impact in government structures as well as in the private sector. By and large with the exception of the University of the South Pacific and the South Pacific Commission, libraries have lagged behind in technological advancement.

At this point in the training programme we feel that we have extended ourselves to the very limit of our resources and by 1995 we hope to be able to do a thorough evaluation of all aspects of the programme.

Sources Quoted

1. Simmons, Donita V. Library training methods moves up : the USP Diploma in Library/Information Studies. Suva : Fiji Library Association Journal, no. 17. June 1987.

Other sources referred to but not quoted directly.

1. Pacific Islands Year Book. Edited by Norman and Ngaire Douglas. 16th ed. London : Angus and Robertson, 1989.
2. The Statesman's Year Book. Edited by Brian Hunter. 129th ed. London : Mac Millan Press, 1992-93.
3. The University of the South Pacific Calendar. Suva : USP, 1993.

APPENDIX ONE

Country	Area (sq km)	Population
Cook Islands	240	17,463
Fiji	18,272	747,000
Kiribati	726	72,298
Marshall Is.	171	45,563
Nauru	21	8,100
Niue	258	2,532
Solomon Islands	29,785	325,600
Tokelau	12	1,703
Tonga	697	103,000
Tuvalu	26	8,364
Vanuatu	12,189	142,630
Western Samoa	2,934	157,158
Total	65,331 sq.km.	1,631,411

Land Area taken from the Pacific Islands Yearbook, 1989.

Population taken from the Statesman's Yearbook 1992-93.

APPENDIX TWO

Number of graduates by Country from 1981-1992.

Country	Graduates
Cook Islands	5
Fiji	120
Kiribati	2
Marshall Islands	New member to the University region in 1991
Nauru	4
Niue	2
Solomon Islands	8
Tokelau	-
Tonga	6
Tuvalu	-
Vanuatu	4
Western Samoa	13
Ex-Patriots in the region	21
New Caledonia	1

Number of Graduates by Year

1982	-	15
1983	-	26
1984	-	14
1985	-	15
1986	-	17
1987	-	18
1988	-	16
1989	-	10
1990	-	5
1991	-	20
1992	-	30
Total	-	186

APPENDIX THREE

DESCRIPTION OF COURSES FOR THE DIPLOMA IN LIBRARY/INFORMATION STUDIES

HUC01 : INTRODUCTION TO LIBRARY/INFORMATION STUDIES

Discusses the library and its functions; the role of the librarian; professionalism; the library in society; the library in the total information environment; history of libraries; history of information and technology; intellectual freedom and library information. There are a number of readings included in this course.

HU102 : BUILDING THE LIBRARY/INFORMATION CENTRE COLLECTION

A review of the process involved in selecting books and other resources for library collections; introduction to the book trade and selection tools; budgets for books and other resources; preparation of a selection policy for various types of libraries; collecting archival resources; censorship; evaluation of the selection process; automation of selection procedures. There are a number of readings included in this course.

HU103 : ORGANIZING LIBRARY/INFORMATION CENTRE RESOURCES

This course covers descriptive cataloguing; ISBD, subject classification, the Dewey Decimal classification and filing. Both books and non-print materials are covered in considerable detail, organizing archival materials and automation. Students are expected to purchase the latest editions of Sears Subject Headings, Abridged Dewey Decimal Classification, ALA Filing Rules and the Concise AACR.

HU104 : LIBRARY/INFORMATION SERVICES

Includes attitudes toward library services; the reference process, an in-depth look at various information sources; reference and information services; archival services; circulation services; evaluation of library services and the automation of library services.

HU205 : MANAGEMENT OF THE LIBRARY/INFORMATION CENTRE

Covers the theories and principles of management; problems and issues in library management; statement of mission, goals and objectives; management of library functions; staffing; data gathering; budgeting; planning and maintaining facilities, equipment and resources; communication skills; accountability; setting priorities; time management; evaluation and library automation.

OPTIONS

Students are to choose one of the options from HU206 to HU209.

HU206 : THE SCHOOL LIBRARY/INFORMATION CENTRE

Discusses the purpose of the school library/information centre; emphasis on the role of the teacher librarian as a teaching member of the school staff. Emphasis on cooperative planning and teaching with classroom teachers. Discusses the traditional activities of selecting and organizing materials. Emphasis is placed on developing programmes in conjunction with what is being taught in the school; cooperation between the school library and the community; automation of the school library.

HU207 : THE ACADEMIC LIBRARY/INFORMATION CENTRE

Discusses the role of the academic library/information centre in tertiary education; academic library functions; role of the academic librarian; selection; organisation; services; management; promotion; reporting; communication skills; setting priorities; time management; evaluation of the library and its programmes; automation of the academic library.

HU208 : THE PUBLIC LIBRARY/INFORMATION CENTRE

Discusses the purposes and role of the public library/information centre in the community; role of the public librarians; selection, organisation; services; management; promotion;

reporting; communication skills; setting priorities; time management; evaluation and automation of the public library/information centre.

HU209 : THE SPECIAL/LIBRARY INFORMATION CENTRE

Discusses the purpose of the special library/information centre; types of special libraries, the role of the special librarian; selection; organization; services; management, promotion; reporting; communication skills; setting priorities; time management; evaluation and automation of the special library/information centre.

Students must choose four academic electives to complete their Diploma studies.

Abstract

Library training in the South Pacific region covered by the University of the South Pacific has been in effect for 20 years. The newest programme The Diploma in Library/Information studies began in 1990.

This paper outlines the problems faced in developing the programme for distance education. A description of the courses offered, the learning modules and the financing of the programme are also discussed. The conclusion discusses the future of the present programme and suggests possible new programmes beyond 2005.

WHEN INWARD IS OUTWARD:

Laying a foundation for responsive information services in schools

Ross J. Todd

Lecturer, School of Information Studies
University of Technology, Sydney

Niki Kallenberger

Teacher-Librarian, Cherrybrook Technology High School

Michelle Ellis

Teacher-Librarian, Woollooware High School

ABSTRACT

The professional literature of teacher-librarianship increasingly recognises the importance of identifying the information needs of teachers and students as the starting point in developing effective school library programs. This paper focuses on the conceptual framework and development of a practical methodology which enables teacher-librarians to undertake a user-based information needs analysis. On the basis of this analysis, a responsive, dynamic school library and information service can be built. In the workshop, case studies of schools trialling this methodology will be presented. These case studies will examine outcomes, and explore how these outcomes can be translated into information service priorities. Participants in the workshop will have an opportunity to examine how this methodology can be applied to their unique school setting.

INTRODUCTION

The young, precocious and bold Oliver Twist gives a vital clue to our future as teacher librarians and our practice as information professionals and educators. In that immortalised dining room scene, Oliver Twist asks for more food. We are told the assistants were paralysed with wonder, and the master, gazing in stupefied amazement at this small rebel, aimed a blow at his head with the food ladle. But Oliver was hungry, and he needed to have his driving hunger satisfied. At the centre of his behaviour was need. Central to the role of the teacher-librarian is providing an effective school library service that is responsive to the information needs of the school community, both staff and students.

What are information needs? The reflective and research literature suggests that the term has become an umbrella under which a variety of interpretations fall, including demands, requirements, wants and desires, something one ought to have, an uncertainty about something that is to be resolved, and gaps between what we have and what we would like. Begging the problematic nature of defining this word, the word *need* implies a state that arises within a person, suggesting some kind of gap that requires filling. When applied to the word *information*, as in *information need*, what is suggested is a gap that can be filled by something that the needing person calls *information*.

From an analysis of the literature, two broad interpretations emerge. It is important to understand these because they provide a framework for teacher-librarians in approaching the identification of information needs in practice, and developing responsive information services to meet them.

Traditionally, information needs of the school community have not been defined in terms of what users perceive their information needs to be, but in terms of what the providers of information services and products, the teacher-librarians and school administrators, think, and often in terms of what is already possessed in the school library. In this traditional approach, focus of attention is given to measuring the extent to which users use different kinds of sources, media, systems, documents, materials or channels that already exist. Need is assessed from the pictures gained where demand is greatest, or where it is less than it ought to be, based on the professional judgement of the teacher-librarian. Sometimes the focus of attention is determining user awareness of the range of services offered in the school library. Need is deemed to exist when awareness is deemed lower than it ought to be, by professional judgement. Often judgement of need is based on determining how much people are satisfied or dissatisfied with different aspects of service, with those aspects that satisfy being seen as indicating a need for more service, and those that do not satisfy are usually seen as indicating a need for system improvement.

While it might be argued that these approaches to identifying information needs provide some useful data, they are constrained by what the school library and the teacher-librarian views as information needs, and they are limited to examining the behaviour of users primarily in terms of their interactions with the school library. They are also constrained by what already exists, rather than providing a sound basis for establishing what might exist. It could be argued that these needs are system needs, established by looking inwards to the system, rather than looking outwards to the users, and do not really get to the heart of users' needs. (Dervin & Nilan, 11-12)

A simple example can illustrate this. In the mid 1980s, the notion of cooperative programme planning and teaching was born, and christened CPPT. It was presented as a key approach to information skilling in the school. Teacher-librarians saw real value in the approach, embraced the process wholeheartedly and have worked hard to introduce this approach to classroom practice and at a professional development level. Through many inservices we have explored strategies and refined our techniques, and exchanged many ideas. We have taken these ideas back to our schools and tried them on unsuspecting staff, believing that this is what they need. And some of us have felt dreadfully guilty when we heard of others using this approach, and we weren't. And out of all of this, we have had some terrific successes. Yet our dream of a fully integrated and

co-operative information skills programme still seems a long way off. Along this journey, we have met some resistance, reluctance, opposition, and downright rejection.

There is another viewpoint here, that of the users. Research with teachers for example provides a different perception. Some teachers like their classroom autonomy and feel uncomfortable sharing the classroom with the teacher-librarian or anyone else; their teaching styles and classroom practices mean that CPPT as an approach to developing information literacy doesn't sit comfortably with them at all. Some teachers prefer to develop information skills themselves with their students. Some teachers don't understand in concrete terms what information skills are; and some are just not interested. Other teachers prefer collaboration outside the classroom rather than cooperation inside the classroom. (Todd, McNicholas, Sivanesarajah, 1992) Their perceptions of what they need from the teacher-librarian and how they need the teacher-librarian to facilitate information skills, varies from not at all to every which way. The perception of teacher-librarians, the providers of the service, is that such services are absolutely essential to all users. Yet such a perception may not be consistent with users' perceptions.

We are all different, we all have different needs, and the recognition of these differences in needs is the essential first step in developing responsive school library and information services. Mercer (In Dervin & Nilan, 1986) asserts that "the organisation which is best able to survive and flourish is one where its members have the capacity for self renewal or development, and where there is constant sensing of ways in which things can be improved and future needs be identified and met." Mick (1980) similarly calls for making information needs and uses a central focus of information systems: "Effective transition into the information age will require switching from information systems that are technology and content driven to information systems that are user driven."

A MARKETING FRAMEWORK

At the heart of these statements is the notion of responding to individual needs and adapting library and information services to meet these needs. Here lies the difference between **promoting the school library**, on the one hand, and **marketing the school library**, on the other. Promoting means taking an information product or service that we have developed, one that we believe in very much - like CPPT - and using our energies and powers of persuasion to get people to use that product or service, whether they need it or not. In other words, trying to adapt the person to match the cherished product. We are trying to adapt the individual to match the output of our school library. And we do this in quite subtle ways. Sometimes we implement what we believe to be a good idea in our school libraries, then note after a time that it is not being used. So we set about making people aware of it. May be they are aware of it; maybe they just don't see a need for it.

Garvey (1979) asserts that "it is becoming increasingly clear that the success of information services is more likely to be achieved through adjusting the services to meet the specified needs of an individual rather than trying to adapt the individual user to match the wholesale output of an information system." This approach is a marketing approach. The philosophy of marketing says that organisations, institutions, agencies who identify customers' needs are able to

more effectively develop need-satisfying products and services and deliver value to customers, and usually succeed in achieving their organisational goals. (Kotler, 1989) A responsive, flexible practice is one that is outward looking, oriented towards identifying and meeting the information needs of clients, as they perceive them. It is an individualised approach, targeted to individuals and small groups. This does not necessarily mean that we will be providing more services; rather, providing better services tailored to smaller groups, rather than providing weak services for everybody -in other words, individualising our services more. The basic idea of marketing is that responsiveness to our users' needs is the key to success and satisfaction.

This notion of responding to users' needs is consistent with what is happening in the in the two professions in which we work - education and information. This is illustrated by the following comparison, developed by Todd and Kirk (1992) and based on Dervin & Nilan (1986) and Ferguson (1981) :

The changing face of education

LONGSTANDING VIEW OF EDUCATION	EMERGING VIEW OF EDUCATION
<ul style="list-style-type: none">• emphasis on learning content• learning is a product, a destination• learning needs are bureaucratically determined• authoritarian learning structure where conformity is rewarded and difference is discouraged• relatively rigid curriculum structures• learning relies primarily on theoretical "abstract" book knowledge• classroom designed for teaching efficiency and convenience• teacher imparts content; teaching is talking, learning is listening	<ul style="list-style-type: none">• emphasis on learning how to learn• learning is a process• more responsive to the needs of learners• approaches to learning are flexible and responsive to characteristics and behaviours of groups of learners• flexible curriculum structures• book knowledge complimented by experiment and experience• learning context encourages confidence, self reliance and responsibility• teacher is facilitator of learning; learning is a shared environment

LONGSTANDING VIEW OF INFORMATION PROVISION

- information doesn't change - it means the same thing to everybody
- users of information are passive recipients of information - the "destination" of information
- decisions about services are top-down - institutionally derived
- the same level of service is provided to all; information fits each person in exactly the same way
- libraries designed as storerooms for books: convenience of storage rather than convenience of users
- communication tends to be of a persuasive and promotional nature attempting to convince the user to adopt an innovation
- passive approach to the development of services tailored to specific information needs
- little feedback from users on appropriateness of resources and services

EMERGING VIEW OF INFORMATION PROVISION

- information creates different meaning and understanding for individuals
- information users are actively involved in information transfer and does something with the information to satisfy needs
- organisational decision strategies are based on knowledge of users
- information seeking behaviours of people vary from individual to individual; services tailored to individuals and groups with similar needs
- libraries designed to provide access to information appropriate to their abilities, interests and needs
- a marketing approach to information provision is a key mechanism of communication
- collaborative approaches between all sectors of the information infrastructure to develop services to meet needs
- feedback from users is basis for change

This changing scene identifies a shift in focus from the organisation or system to the individual; a change from a supplier focus to a user focus where the focus is on identifying learning and information needs of people and developing appropriate education and information services and products responsive to those needs. This changing scene suggests that our future practice is going to be more oriented to meeting individual needs. Needs are to do with people. Diagnosis of information needs is fundamental to establishing responsive information services. It is a process that focuses on identification of needs, analysis of data to establish focus, priorities, and recommendations, and implementation and evaluation of services.

What then does it mean to be a responsive school library?

- the highly responsive school library shows a keen interest in learning about the needs, perceptions, preferences and levels of satisfaction of its users. This requires some systematic information collection procedures about the

information needs of users from their point of view, and beyond the context and constraints of the school library.

- the highly responsive school library encourages its users to submit suggestions, opinions, complaints and inquiries, and utilises a variety of techniques such as suggestion box, comment cards, to do this.
- the highly responsive school library systematically sifts all incoming information and takes positive action to adjust its products, services, policies, procedures. Some services may be abandoned because they have outlived their usefulness.
- the highly responsive teacher librarian is one who is prepared to listen, learn and adapt. "This is how I do it, and how I will always do it" kind of approach is inward looking rather than outward looking and is contrary to the philosophy of a responsive school library.

Implicit in these statements is the importance of establishing strategies to identify and assess the information needs of the school community. Diagnosis may occur at various levels, for example, at a group level through formal questionnaires and surveys, and at an individual level, such as during the reference interview.

STRATEGIES FOR UNDERTAKING A NEEDS ANALYSIS IN YOUR SCHOOL

Key questions you might reflect on as part of this process include:

1. What business are you in? In the real sense, you are in the business of creating satisfied users.

Who are your users, what specific sub-groups or target groups exist among staff and students, and what are their information needs?

2. What are you trying to achieve? You can gain an enormous amount by doing a carefully planned needs analysis: Knowing the real and specific needs of staff and students will facilitate:

- (a) strategic planning
 - establishing objectives
 - strategies for meeting objectives
 - clearer work targets

- (b) evaluation of products and services

- (c) improve relations with user group

- (d) accountability

- (e) advocacy: to convince people that there is a problem

- (f) funding

- (g) more positive self-performance appraisal by the teacher-librarian

- (h) more positive performance appraisal of the teacher-librarian by others

3. How might you go about identifying the needs of your users?

- (a) **observe:** observe work patterns and information seeking patterns of staff and students - in their own work settings. This can be done with minimum of interruption; observe the patterns of users in your school library. Get a clear picture of how your library is being used; what services and products are not being used.

- (b) **ask: oral:** through a variety of methods.

- 1. individual discussion
- 2. group discussions
- 3. interviews

A useful approach identified in the literature is the **critical incident method**. This involves having users identify a specific time / situation when they needed some information to solve a problem, and tracking it through to the time when the problem was satisfied - or no longer concern to them. They identify what they did, what information professionals did, questions asked, answers given, solutions, etc. This technique is quite time consuming, but it reveals a great deal of very useful data on the perceptions, expectations, needs and information seeking behaviour of your users.

Another useful approach is to set up a **library advisory committee**. On it are key people in the organisation, staff, students, support staff, parents. Users can use this as a mechanism to provide feedback of needs.

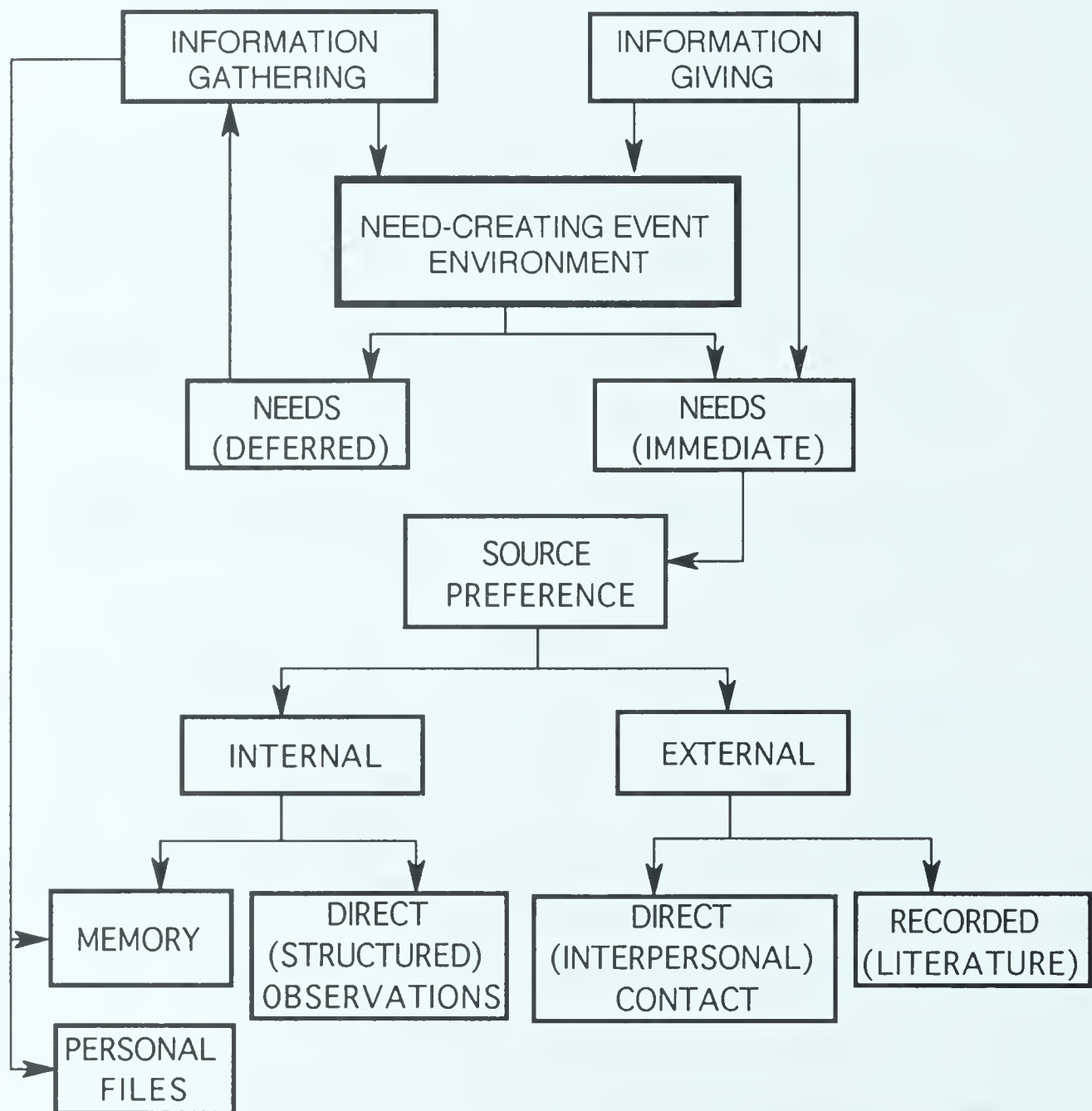
- (c) **ask: survey questionnaires** These can reach a large group in a short time; users can convey their own perceptions and reactions freely. Self assessment surveys are particularly useful if you have them rank their ideas, from the most important to least important. This will help you establish service priorities further down the track. Surveys are good for public relations because people know you do them, and they have high credibility with funders. They require considerable planning, and **asking the appropriate question**. This is addressed later in this paper.

- 4. How will you analyse the data?
- 5. How will you interpret the data?
- 6. How will you determine the priorities?
- 7. What action will you take?

FRAMEWORK FOR DEVELOPING QUESTIONS

In order to develop questions that tap into what the school community perceive their information needs to be, it is important to understand something about people's information seeking behaviour, and the relationship between information need, information seeking and information use. Inherent in this approach is the assumption that if the school library is to effectively reflect inwardly on its own operations, then it needs to look outwards to establish the benchmarks for this reflection.

Model of Information seeking behaviour (Krikelas, 1983)



Krikelas (1983) presents a model of users' information-seeking behaviour that has been constructed from empirical research. It has been based on systematic observations of people's information seeking behaviours, and thus as a general model it is useful as a basis for predicting information user behaviour. Krikelas defines information seeking as any activity of an individual that is undertaken to

identify a message that satisfies a perceived need. The model is based on the underlying concept of the users as central to their own communication systems, and where information is seen as a stimulus which reduces uncertainty, bridges a perceived gap and helps users to make sense. The model highlights that users play an important role as information seekers, constructing sense out of their immediate situations, defining their own information needs and purposes, and utilising information to suit their own needs. The model suggests that information needs and information seeking behaviour are situationally bound, in other words, they occur at specific points in time and space and in order to fit the demands at those points in time and space.

The model indicates that once users are aware of a problem, question or uncertainty that requires information to be resolved, they attempt to reduce that state of uncertainty to an acceptable level through information seeking and gathering. A choice is made as to which sources of information will be accessed. Some information required already exists in the individual's memory and is thus acquired through internal seeking. Often the user is directed to seeking outside sources of information, either through making direct or indirect personal contact with others, or through accessing the recorded information.

In order to effectively satisfy the information needs of users, the model suggests that it is important for information professionals to understand something of the users' situations, their patterns of information seeking, and the ways that they make use of information. Only on this basis can appropriate information services be developed that truly reflect the needs and behaviours of the school community. This user-centred model suggests that it is also inappropriate for the information professional - the teacher-librarian - to act as the determinant of information needs and users' information seeking behaviour because these are then viewed from the context of the school library, rather than from the context and situation of the user.

A somewhat similar model has been identified by Grover (1993). He indicates that systematic data collection should attempt to understand the immediate situation of individuals, their learning styles, cognitive styles, personality types, and the environment in which the individuals operate. His model identifies a number of stages in the user's acquisition of information, and suggests that the teacher-librarian may be called upon to diagnose information needs at any of these stages. The stages are: awareness of need, action decision, strategies for search, behaviours in search, evaluation, assimilation, memory, and utilisation.

Based on a user-centred approach, the following bank of questions might enable you to tap into the information needs of users in your school. They enable you to identify information needs, perceptions, attitudes, beliefs, patterns of seeking and use of information by the users in your school, without imposing your view. The questions give the users the freedom to speak from their unique situations and their points of view. It is asserted that only through such an approach to asking questions will you have an effective base for developing a truly responsive information service in your schools. The questions are grouped around the three central aspects of users identified in the model: information needs, situations and expectations; patterns of information seeking behaviour; and information use. It is not suggested that you use all of these questions at any one time to survey the user groups in your school: rather these questions are provided as examples of generic questions that you might selectively use, and that might be tailored to the

specific groups of users on which you might wish to focus at any one time, such as teachers, school executive, specific groups of students, support staff and parent community. Some questions obviously overlap; sometimes the same question is expressed in alternative ways. The following questions focus on teachers, and can easily be adapted to suit other groups you identify.

INFORMATION NEEDS, SITUATIONS, PERCEPTIONS AND EXPECTATIONS
--

- (a) Identify the specific aspects of your work for which you need information: eg. lesson preparation, curriculum planning, professional development, setting assignments, personal needs, other?
- (b) Describe the kinds / types of information you require for each of these.
- (c) Where do you get the information required for, and why are these sources / places important to you:
 - lesson preparation?
 - curriculum planning?
 - professional development?
 - setting assignments?
 - personal needs?
 - other?

A variation of this question might be:

Indicate your frequency of using each of the following sources of information:

1 = never; 2 = seldom, 3 = sometimes, 4 = frequently

conversations with colleagues

notes, files, books in my office / desk

resources held by faculty / grade

books or textbooks

curriculum materials

school library

educational authority library

workshops, courses, seminars

educational journals

conventions or meetings

experts from outside

abstracts and bibliographies

public libraries

university libraries

research reports

computer or retrieval systems

- (d) What difficulties, if any, do you have obtaining information for the purposes you have indicated? or What problems or barriers do you have in finding information?
- (e) What factors influence your choice of where you regularly go to find information?

a variation of this question might be:

Indicate how important to you each of the following characteristics of sources are. 1 = no importance, 2 = of little importance, 3 = quite important, 4 = very important.

is near at hand and usually available
authoritative, accurate and objective
is likely to have information I need
responsive to my problem
is complete and comprehensive
keeps me aware of new developments
is easy to use
variety of viewpoints or discussion
leads to other sources
access without involving others
is free or inexpensive

- (f) What kinds of information resources do you prefer to use?
Provide a rating of each from: 1 = most prefer to 5 = least prefer:
reference materials (eg, dictionaries, encyclopedias, atlases)
periodicals
newspapers
videos
audio recordings
books
computer software
kits with mixed media
CD-ROM
online information services
other?
- (g) Identify the specific teaching subjects / unit topics where you have difficulty obtaining appropriate information:
for lesson preparation?
for use with students?
- How might these difficulties be overcome?
- (h) What types of information you do expect students to use when completing assignments?
- (i) Think about the last time you came to the school library to find information.
What was the situation or problem or need that prompted you to come?
What did you expect?
Were your information needs met? Why or why not?
- (j) What are your perceptions of the purpose/s of your school library?
- (k) What is your ideal school library?
How can this library become closer to your ideal?
- (l) What do you expect from your school library?

- (m) What do you expect from your teacher-librarian?
- (n) What aspects of your school library are most helpful in meeting your information needs? . . . least helpful?
- (o) What changes would you like to see in your school library in order to help you more effectively meet your information needs?
- (p) What problems or barriers do you encounter in finding information in this library?
- (q) What are the best features of this school library?
What are the worst features of this school library?
- (r) How can the library staff best help you meet your information needs?
- (s) Describe your typical teaching styles. For example, do you prefer to work alone or team teach? Do you prefer students to work in groups or independently? Do you prefer to ...?
- (t) Do you see a role for the teacher-librarian in facilitating your teaching? If so, please describe your perceptions of this role.

PATTERNS OF INFORMATION SEEKING BEHAVIOUR
--

- (a) Describe how you typically go about seeking and gathering the information you need for:
 - lesson preparation?
 - curriculum planning?
 - professional development?
 - setting assignments?
 - personal needs?
- (b) What is your preferred way of informing the library of your information needs?
- (c) These are commonly agreed steps in information handling:
Defining Locating Selecting Organising Presenting Assessing.
Nominate a class (junior/senior) you are currently teaching and rate your perceptions of average student ability in the skills required for each step.
1 = most skill 4 = least skill
- (d) Looking at an area where students have few skills, indicate as specifically as possible what their difficulties are.
How might these skill levels be increased?
How might the teacher-librarian be involved?

PATTERNS OF INFORMATION USE

- (a) Here is a range of services that could be provided by school libraries. Rate them in order of helpfulness to you, from:

1 = most helpful to 4 = least helpful

teaching of information skills

 whole class

 small group

 individual

loan of resources

video recording and playback

audio recording

access to online and/or CD-ROM databases

school library catalogue

subject- or topic-specific bibliographies/book boxes

newspaper clipping service

recreational games/reading/listening

pamphlet file

current awareness service (eg, contents pages of periodicals)

support for professional development (eg help with university assignments)

closed reserve

loan of various kinds of audio-visual equipment

promotion of literature

access to other libraries and/or information services

access to publishers and educational suppliers

access to telephone

photocopier

venue for various functions (eg, debating competition, meetings, P & C

meetings, chess competition)

venue for display purposes

professional development activities for KLA / faculty / grade groups

assistance in planning resource-based assignments for students

assistance in evaluating student assignments

developing information packages and kits

access to personal computer hardware for word processing or other use

access to computer software

after-hours or weekend access to library

other (please list)

- (b) How can the library assist you to share resources with other teachers?

- (c) What challenges and issues do you have to face in the next three years?
(eg, new technologies, changes in education, teaching strategies for specific groups, career paths, strategic planning, changed syllabus requirements, new organisational patterns)

How might the school library and its staff help you meet these challenges and issues?

CONCLUSION

At the heart of a user-centred approach to developing information services in schools is a commitment to examining new ways of looking at users, and linking systems to them. Naisbitt and Arbudene (Dervin & Nilan, 16-17) assert that "the most exciting breakthrough of the 21st century will occur not because of technology but because of an expanding concept of what it means to be human. ... The wider our horizons and the more powerful our technology, the greater we have come to value the individual." This assertion, in the context of school libraries, recognises the importance of identifying the information needs of groups of people in the school community as the starting point in developing effective school library programs. It is a process of looking outward to the user groups, tapping into their unique situations, their perceptions of needs, their expectations for information provision, their information seeking strategies, and their patterns of use. What happens within the school library then becomes a response to what is happening without. When inward is outward, then a responsive, dynamic school library and information service can be built.

And to come back to Oliver Twist. His need, we are told, was not satisfied. His particular need was neither anticipated, nor shared, and there was no consideration as to why it needed to be met, and to how it could be met. An inward rather than outward view of the situation! Our dream, as teacher librarians, is to create a vibrant and dynamic school library and information service where information needs are met, and where they, who ever they are, will keep coming back for more.

BIBLIOGRAPHY

BIGGS, J. & TELFER, R. The process of learning. 2nd ed. Sydney: Prentice-Hall, 1987.

DERVIN, B. "Information as a user construct: the relevance of perceived information needs to synthesis and interpretation". In WARD, A., & REED, L. (ed) Knowledge structures and use: implications for synthesis and interpretation. Philadelphia: Temple University Press, 1983, 153-184

DERVIN, B. & NILAN, M. "Information needs and uses". Annual Review of Information Science and Technology. 21, 1986: 3-33.

FERGUSON, M. The aquarian conspiracy: personal and social transformation in the 1980s. London: Granada, 1981.

GARVEY, W., TOMITA, K., & WOOLF, P. "The dynamic scientific-information user" in GARVEY, W. Communication: the essence of science. Elmsford, NY: Pergamon Press, 1979, 256-279.

GROVER, R. "A proposed model for diagnosing information needs". School Library Media Quarterly. 1993, 95-100.

HANKS, G. & SCHMIDT, C. "An alternative model of a profession for librarians". College & Research Libraries. May 1975, 175-187.

Information skills in the school. Sydney: New South Wales Department of Education, 1989.

KRIKELAS, J. "Information seeking behavior patterns and concepts". Drexel Library Quarterly. 19(2), 1983: 5-20.

KIRK, J., POSTON-ANDERSON, B., & YERBURY, H. Into the 21st century: library and information services in schools. Sydney: Australian Library and Information Association, 1990.

KOTLER, P. Principles of Marketing. 3rd ed. Sydney: Prentice-Hall, 1989.

MICK, C., LINDSEY, G. & CALLAHAN, D. "Toward usable user studies". Journal of the American Society for Information Science. 31(5), 1980: 347-356.

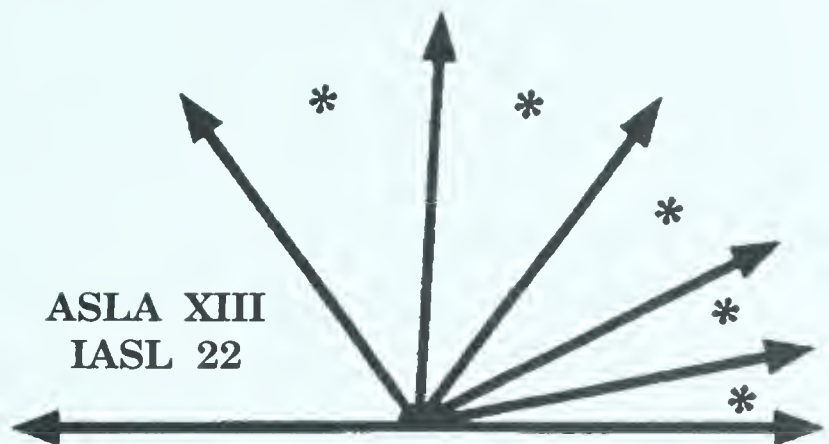
NAISBITT, J. & ARBUDENE, P. Megatrends 2000: ten new directions for the 1990s. New York: William Morrow, 1990.

STEADHAM, S. "Learning to select a needs assessment strategy". Training and Development Journal. January 1980, 56-61.

SUMMERS, E., MATHESON, J., & CONRY, R. "The effect of personal, professional, and psychological attributes, and information seeking behaviour on the use of information sources by educators". Journal of the American Society of Information Science. 34(1), 1983, 75-85.

TODD, R. & KIRK, J. "Information literacy: changing roles for information professionals". Proceedings of the Information Literacy - The Australian Agenda Conference, Adelaide, 1992.

TODD, R., McNICHOLAS, C., & Sivanesarajah, Y. "Evolution, not revolution: working to full school participation with information skills". Access. 6(1), March 1992, 16-20.



DREAMS and DYNAMICS

THURSDAY

30 September 1993

DREAMS AND DYNAMICS CONFERENCE

THE HEALTHLINES PROJECT: TELECOMMUNICATIONS AS A TOOL FOR LEARNING

Presenter: Margaret Butterworth,
Lecturer, Nanyang Technological University, Singapore

Address: School of Applied Science
Nanyang Technological University
Nanyang Avenue
Singapore 2263

Fax: 791 9414
E-mail: mbutterworth@ntuvax.ntu.ac.sg

Abstract

Healthlines is a major project running throughout 1993, to encourage the use of e-mail in W.A. schools. Pupils will both collect and disseminate information on topics in the health education field and contribute collaboratively to a bulletin board on NEXUS. Five "lighthouse schools" will work under the direction of researchers at Edith Cowan University, and schools throughout Australia will be able to join in. The intention is to use the innovative medium of telecommunications to spread a message promoting a healthy lifestyle. The scheme is one of many projects sponsored by Healthway, a body set up to allocate funding derived from the tax on tobacco to sporting, cultural and community events.

Traditionally, teachers and other adult "experts" have taught pupils what are good and bad health practices, and have presented an accepted way of looking at health issues. If pupils can investigate an issue for themselves, and collect original data on the topic (from electronic questionnaires, for example) their discoveries are likely to form a lasting impression on them. Studying other students' views and perspectives helps young people to formulate their own. A more durable attitude will be produced, on which to base future behaviour in areas such as nutrition, exercise, smoking, drinking, drugs and healthy lifestyles in general.

An ongoing part of the project will be to demonstrate to pupils that information comes in many formats, and that the electronic format is increasingly important as we approach the end of the twentieth century. NEXUS's school-based approach and its economical charging mechanisms makes it an ideal medium for pupils to learn about e-mail and online searching at first hand. The Healthlines project will be fully documented, so that it can be replicated in other curriculum areas.

THE HEALTHLINES PROJECT: TELECOMMUNICATIONS AS A TOOL FOR LEARNING

The application of technology in the school curriculum is an important strategy for preparing pupils for life in the twenty first century. Collecting and disseminating information by electronic mail is regarded by pupils as an exciting and sophisticated means of communication. Successful projects have been organized in the United Kingdom on the schools' network, Campus 2000 (Keep, 1991), and in the eastern States of Australia using Keylink and Nexus (ITIS, 1992). As yet, these systems have made little impact on Western Australia, a region with a particular geographic imperative for improving communications between schools, some of which are situated in very remote areas. The researchers wished to demonstrate the use of telecommunications in a group of schools, selected from both metropolitan and rural areas, including both private and government schools. The project needed one area of the curriculum as a focus. Health Education was eventually chosen, though it was the intention to provide models of good practice which could be replicated across the curriculum.

Health issues are increasingly of concern to most people: it was an area in which non-subject specialists in schools would be able to operate comfortably. The topic was broad enough for pupils to have a reasonable amount of free choice in the selection of issues to investigate. Furthermore, the researchers were fortunate enough to obtain sponsorship from Healthway, a government body which allocates funding derived from the tax on tobacco to sporting, cultural and community events and to health promotion projects. Healthway was deliberately looking for innovative projects which would advocate a healthy lifestyle, especially amongst young people. E-mail seemed to fit this criterion perfectly. The researchers created the title HealthLines, somewhat reminiscent of the Bruce Chatwin novel *Songlines*, which describes encounters with aboriginal culture in Australia.

Nexus was chosen as the electronic platform for the project. Based at Angle Park Computing Centre in Adelaide, Nexus began as the South Australian Education Department's online electronic information service. From the start, it was designed as a service for students and teachers, with specific features to suit that clientele. This is what distinguishes Nexus from other systems which take existing public services and create front ends to cater for school users (Leonard, 1990, 1991). Its success is indicated by the fact that in 1991 Nexus went national and in 1993 it went international with a link to the Internet. There are now schools all over the world using the system. It consists of three types of service: e-mail, bulletin boards and databases. The latter are increasingly used by school libraries to extend their information resources at little cost (Butterworth, 1992). The most widely used database is AAP News, a professional news wire service, which is updated twenty four hours per day. Only by using this type of electronic information, can pupils achieve the ideal model of the "Enquiry Process", and not be restricted in their investigations by a lack of topical material (Rigby, 1992).

Objectives

Traditionally, teachers and other adult "experts" have taught pupils what are good and bad health practices, and have presented an accepted way of looking at health issues. If pupils can investigate a topic for themselves, and collect original data in an innovative way, their discoveries are more likely to form a lasting impression on them. Studying other students' views and perspectives helps young people to formulate their own. A more durable attitude will be produced, on which to base future behaviour in areas such as nutrition, exercise, smoking, drinking, drugs and healthy lifestyles in general. E-mail is an ideal medium for collecting information, allowing pupils to canvas the opinions of their peers in other schools and to collect data about habits and behaviour from across the country. The intention was that an investigation would begin with pupils researching the topic, using traditional, print-based material in the school library, that they would progress to the electronic databases available on Nexus and finally that they would collect original data of their own. There would be a tangible end-product in the form of a package of resource materials, produced by students for students, to be published and sold in the future.

The researchers were interested in looking at the use of e-mail and electronic information within the curriculum, to document examples of good practice, so that other teachers in other subject areas would feel confident about including this resource in their repertoire of educational methods. They also wished to record management problems and difficulties, such as where to site the online facility within the school, who was responsible for it and, perhaps most importantly in a time of recession, what it would all cost. They planned that it would be a high profile project, designed to achieve maximum publicity within the participating schools and within educational circles in general, in order that telecommunications would be validated as a useful and, hopefully, as a cost-effective resource.

Methodology

Six "Healthpoint " schools were selected to act as testbeds for the integration of e-mail into the curriculum. The schools were chosen to represent different populations, where different instructional strategies might be used and different levels of funding available. A pre-requisite for selection was that a partnership existed in the school, say between the Teacher Librarian and the Health Education Teacher, possibly with some input from the Computing Teacher. Such a partnership was being modelled by the Project Co-ordinators at Edith Cowan University, where the team consisted of a Lecturer in Library and Information Studies, a Lecturer in Computer Education and the Education Specialist from the Perth Apple Centre, a commercial organisation that volunteered its services in support of the project. This team approach was considered an important criterion for

success for two reasons. Firstly, a team is more dynamic than an individual: ideas can be bounced back and forth and a more ambitious scheme may be embarked upon, knowing that support is there from colleagues. Secondly, staff come and go in schools and universities, so it was felt that there should always be others to carry on; in the event, the chief co-ordinator took up a position in Singapore half way through the year, while one of the teacher librarians went on maternity leave. The one school (a very small, remote aboriginal school in the north of the state) which did not have such a partnership dropped out in the early stages.

Within each school, one class or group was asked to:

- choose a health topic;
- gather information on this topic from available resources;
- prepare an electronic questionnaire;
- make this available as a bulletin board on Nexus;
- collect the responses from schools throughout Australia;
- tabulate and analyse the responses;
- transmit the findings on the Nexus bulletin board;
- prepare printed or audiovisual material on the topic for publication.

The list was not intended to be too prescriptive, merely a suggested structural outline. It was anticipated that each school would select its own research topic, ideally chosen by the pupils themselves during an initial brainstorming session, and all under the health promotion banner. An important early objective was to generate a lot of activity on the e-mail system and to ensure that it had a purposeful focus. Clearly, pupils would quickly become disillusioned if no-one replied to their messages. Newcomers need some form of encouragement to log on regularly.

The rationale behind the questionnaire as a form of data gathering was the fact that the Nexus bulletin board system could be used to facilitate the generation of blank forms; a new record on the database was produced each time a form was filled in. Such a system of data collection was already in operation. Known as Frogwatch, it allowed pupils to monitor pollution levels in their local waterways by observing the frog population throughout the year and sending the data to the Australian National Museum for collation. By enabling pupils to add to a database, they were in effect becoming "information providers" and were thus in a much better position to understand the use of large, complex databases later on. Involving them in a large scale investigation meant that they saw themselves as real scientists at work. It was hoped that HealthLines would provide them with a similar opportunity. Frogwatch, HealthLines and many similar "Oz Projects" are described in the Australian Telecommunications Calendar, sponsored by Australian Telecom, a wall chart sent out early each year to all schools.

It was decided that the participating schools should all use Macintosh computers, so that they would be able to receive technical support from the Perth Apple Centre. The project budget was set up to allow for the purchase of a modem and for a little free practice time on the Nexus system. After

that, though, it was expected that the schools would meet their own telecommunication costs, in order to keep usage within realistic limits, which could be continued in the future. Company sponsorship was also obtained from Microsoft, who supplied eight copies of their newly updated software package MS Works 3. The project budget allowed for two joint meetings of all participants in Perth, where common problems could be discussed, and also permitted the co-ordinators to make two visits to each of the schools. Everyone was encouraged to document their experiences, on the "action research" model, so that they and others could learn from them. It was also expected that online communication, between teachers as well as pupils, would become an important part of the collaborative effort.

Interim progress report

This paper is being written in July, halfway through the life of the project. It will attempt to discuss some of the findings under two board headings: Management Issues and Curriculum Aspects.

Management issues

The biggest single problem was obtaining a separate direct line for modem use. Only one school, St Hilda's, had one at the start of the project. Here, the provision of online information services were a regular part of the library's activities (see, for example, the videorecording *Online Searching*). Several of the participating teachers found that their senior staff were worried about the unchecked use of a phone line and the possibility of escalating phone bills, especially if the line did not go through the switchboard. Hitherto, the provision of such a line had been regarded as a status symbol, only accorded to the most senior staff in a school. Siting a telephone in a classroom, and giving students access to it, is contrary to accepted institutional norms, a factor which has been noted in similar UK projects, (Somekh, 1990). Many libraries in Western Australian schools are now obtaining modems as part of their automated library system, since they allow the supplier to dial in and rectify problems remotely. Promotion of modem use for online searching and e-mail communication has not been a Ministry of Education priority, though, and many teachers, especially those in positions of authority, are unaware of its potential. In June, one of the co-ordinators was given a 20-minute slot at the regular staff meeting at Kwinana Senior High School, in order to raise awareness about the medium. It seems reasonable to suggest that each school now needs to establish a more enlightened policy on phone lines, assessing exactly how many they have and how many they will need in the future to make full use of technologies like fax and e-mail.

The lack of a line meant that two of the teachers had to do all their online work at home, taking pupils' messages ready prepared on a floppy disc. This deprived the class of a sense of immediacy, when they were unable to experience e-mail for themselves, and some of them began to lose interest in

the project. At Gnowangerup District High School, the pupils were unable to have access themselves, because the Computer Lab was timetabled to another class. Their teacher had loosely used the term, "our computer will be *talking* to a computer in Adelaide", and when they finally had their first online session were extremely disappointed that an electronic voice did not emanate from the machine! Small technical problems caused delays at the beginning of the year for most participants, and the project ran behind schedule as a result. With hindsight, the project budget should have included the cost of an additional outside phone line for each school, and for more co-ordinators' time in ensuring that the telecommunications link was working well before the start of the school year in 1993. A reasonable amount of practice time is necessary for teachers to become familiar with the system before they can introduce it properly to their pupils.

A few problems arose from the new version of MS Works. Works 3 is designed for the newer Macintosh models and runs very slowly on the older models. Some people found it easier to go back to using Works 2, while others preferred to use Claris Works, which was coming bundled with their new computer. Whilst most people were able to download text from Nexus very easily, they found it hard to upload messages which they had previously prepared in the word processing module. After many unsuccessful attempts to use the "copy" and "paste" facility while online, the fault was finally traced to the use of the old, slower-speed modems (300/1275 baud). The co-ordinators would receive an exasperated message after a failed attempt: "Oh blow! I'll have to fax it to you." After weeks of frustration, the purchase of a new 2400 baud modem gave them a new lease of life!

At this stage, there is not enough evidence to determine what the total online costs are likely to be for a project of this nature. The indications are that they are fairly modest and can easily be controlled. In the latest Nexus brochure, average costs are given as \$300 p.a. for a primary school of 300 students and \$500 p.a. for a secondary school of 500 students, (Nexus, 1993). At only one school, did costs reach alarming proportions, though not in the HealthLines activities. At Bunbury Cathedral Grammar School, students in a Year Twelve English class were given individual accounts on Nexus and used AAP News extensively to research topics of current interest. Their teacher had allowed them virtually unlimited access to the system and in the first quarter of 1993, this class alone had used \$200-worth of time. She felt that the experiment was unlikely to be repeated next year. "You can smell the money burning!" was her comment. It may be that more training is necessary before pupils can be let loose on a full-text database. There are certain skills needed in constructing a search statement to locate articles on specific topics in such a large database. Furthermore, the use of proximity operators is essential when there are no allocated descriptors to aid the searcher.

Curriculum aspects: the Health Education topics

Kwinana Senior High School

The project is an integral part of the Health Education Unit being taken by 27 Year Eleven students, a low ability, non-examination group who would probably have left school but for the lack of employment opportunities in the current recession. Their teacher, Rosemary Tweedie, saw e-mail as a means of motivating these students and allowed them a free hand in selecting their own topics, under the broad banner of "what makes a healthy school?" As a result, some rather controversial subjects were chosen, for example, drug abuse and teenage pregnancy. Other small groups are working on "healthy tucker", an investigation of what is being eaten in school, and asthma, which many Kwinana pupils suffer from, being exposed to atmospheric pollution in this industrial area south of Perth.

Bunbury Cathedral Grammar School

Darren Skov, a Health and Physical Education Teacher, built up a very enthusiastic team to work on the project, including the Teacher Librarian and the Computing Teacher. All the Year Nine English classes were involved. They began by considering the issue of whether sport is automatically beneficial, or whether this notion might be challenged. This teacher-selected topic was found to be uninteresting by the students. In their eyes, there was no debate: clearly, sport is beneficial. Now, the three English classes of about 22 pupils in each class are working on topics which they have chosen, including drug abuse, the effects of loud music on hearing and coping with grief after bereavement. The English teachers are using the project as a means of re-inforcing research skills, such as brainstorming, locating material, notetaking and report writing. The students are getting very excited about their research, which began by using very traditional sources of information, including fictional accounts of some of the issues. In the meantime, the Teacher Librarian, Kay Carvosso, was familiarising herself with Nexus, and prepared a search request form for pupils to use, which required them to think carefully about refining their topic and to select keywords for a search statement.

Gnowangerup District High School

Peter Callaghan takes two Year Eight classes, 28 students in all, for Health Education. He is a Manual Arts teacher, who also teaches Computing and volunteered to take on Health Education as a non-specialist in order to fill up his timetable, a common situation in a District High School. He saw the HealthLines Project as a means of building up his pupils' self-esteem, by giving them something new and challenging to work on. As one of the earliest teachers to become involved, he trialled the basic idea at the end of 1992, when Year Nine pupils investigated how far people in country towns travel to take part in sport. His 1993 pupils did not find this an interesting topic and were allowed to choose different ones. One group began work when the mobile School Dental Unit was on site, and under their guidance developed a questionnaire on dental health. This will shortly be trialled across the whole secondary school. Three underachieving students, having

found a word sleuth in their Health Education Course Book, set about making more of these. One aboriginal girl, very much a loner in class, has worked on word sleuths ever since, producing probably one of her best pieces of academic work since coming to the school. To encourage this interest, a software package was purchased which generates crosswords and wordsleuths. The girl is very proud of her work and would like to send it to other schools. E-mail may not be the best way to do this. A solution might be to fax it to those interested, using the HealthLines bulletin board simply as a means of advertising it.

St Hilda's Anglican School for Girls

Year Nine pupils at this highly academic, fee-paying school are conducting a survey of what students drink, with data being collected in both winter and summer. The investigation is being done as part of the Computing syllabus, which covers applications of word processing, databases, spreadsheets and telecommunications. Ms Works was used in producing the questionnaires, and the girls enjoyed using the draw facility to decorate their work. Every girl produced a survey form; these were then laid out on tables and the girls themselves selected the best two. These were then administered to the whole year group over a period of three days. Unfortunately, this co-incided with Ramadan, when the Muslim girls were fasting, which probably skewed the results. It was discovered that an introductory page was needed, to explain what the investigation was all about, so two of these were produced, one for internal and one for external use. Judy Cocks, the teacher co-ordinating the project, reported that other colleagues had become interested and ways had been found to extend it across the curriculum. The Home Economics teachers wanted to investigate the nutritional aspects of soft drinks, and whether they contributed significantly to obesity or hyperactivity. The Science Department staff were considering the possibility of analysing the contents of the most popular soft drinks to see if the labelling was correct, while the Maths Department expressed an interest in carrying out a statistical study of the results of the survey, as a demonstration of the concept "Maths tells a story".

Leeming Primary School

Ian Thompson, the Computing Teacher, introduced the project to the Year Five classes. He took on all the technical aspects, leaving the Health Education aspects in the hands of Tony Maylands, the Deputy Principal. The year group was already taking part in a larger, nationwide project to assess the fitness levels of primary school children across Australia. Using ACHPER cards, sponsored by Kellogs, the children have to test their fitness in various activities. The school can then compare their pupils with established norms. It seemed a good idea for the HealthLines Project at Leeming to use these cards as the basis for their e-mail survey. It was felt that primary school children should not have to worry about the mechanics of designing a questionnaire. The card was submitted as a database record outline to Nexus, and it was installed as a separate bulletin board, entitled FITNESSTEST. Ian Thompson envisages that a small group of pupils, who show particular enthusiasm for the project, may well manage the bulletin board on his behalf. Several pupils have modems at home and are familiar

with the technology. Similarly, it may be that one person in the class is a proficient typist and could input all the records as they become available, which would be much quicker than teaching each child to do their own. The school already works on the principle of assigning specific responsibilities to children in the many activities engaged in.

Common curriculum concerns

Considerable delays were caused by the production of the questionnaires. Most pupils had never produced one before, and ran into the type of difficulties all researchers encounter when designing their survey instrument. Whilst this might be regarded as a good learning experience, it proved a barrier which inhibited use of the e-mail system at the start of the project. The schools were unwilling to put their questionnaire on a public bulletin board until it had been properly tested within their own school. The next difficulty encountered by the teachers was how to get their questionnaire on the bulletin board. Should there be a separate board for each questionnaire, with the original HealthLines board being used as an advertising medium? It was decided that it was easier to design a screen layout and fax this to Henry Legedza, the Nexus Systems Administrator. Another issue was the optimum length. The more popular Nexus databases, such as Frogwatch, contain only small amounts of numeric information. There could be a problem with very long questionnaires, as designed by the Kwinana pupils, which expect whole sentences as responses. It may be that these would be better sent as normal e-mail messages rather than as database records.

Several schools found that the project raised awareness of e-mail and online information on the part of other members of the teaching staff. At Gnowangerup, the Telesim Project, advertised on the Australian Telecommunications Calendar, was found to be particularly relevant to a school in a country area. In this project, pupils have the opportunity to manage a hypothetical farm. the simulation runs for eight weeks, with each fortnight representing a period of one year on the farm. Student decisions are examined each fortnight by a team from the NSW Department of Conservation and Land Management and regular feedback is given. At Leeming Primary School, Ian Thompson expected that once the HealthLines Project was over, the machinery would be in place for a colleague to introduce it in another area of the curriculum, possibly with the same pupils when they had reached Year Six. He felt that since the school was situated in a prosperous middle class area, where many parents already used e-mail in their day-to-day work, they would see it as a necessary skill which they would like their children to acquire.

Outcomes

One of the aims of the project was to give students a sense of audience, both in their e-mail communications with other schools and in their final writing up of their research. They would, it was hoped, become confident providers and users of information in different formats. They were asked to produce an end product which could be used by other schools in the future. No rules were laid down as to the format this might take. It might, for example contain audiovisual elements; it may be a folder, resembling the Jackdaw Series published by Jonathan Cape in the 1960's and 1970's, containing factsheets, worksheets and blank questionnaires. Kwinana Senior High School was planning a Health Fair in November, to which primary schools and community groups would be invited.

For the participating teachers, there was the objective of giving them support in using new communications technologies. Working in collaboration with colleagues in their own and other schools, was a means of ending the sense of isolation it is possible to feel even in a large school. The two joint meetings held to date, one at Edith Cowan University and the other at St Hilda's School, provided a forum for exchanging ideas and demonstrating new skills, and they also served to renew enthusiasm where this might be waning under the constraints of a busy school year. The three co-ordinators of HealthLines were themselves under pressure from their normal occupations, and were unable to spend as much time as they would have wished, liaising and trouble-shooting in the schools. Similar British projects had obtained funding for a full-time co-ordinator and in retrospect this would have ensured better support for HealthLines.

A formal evaluation document is being prepared by one of the project co-ordinators as part of a Masters Degree course at Edith Cowan University. This will be developed at Leeming Primary School and passed onto the other four schools, should they wish to make use of it. All the participants are being asked to keep records which allow them to make a careful evaluation. The joint meetings, where interim reports were presented, enabled them to externalise their thinking and analyse what they were doing. They were able to discuss events with other professionals and learn from each other as the project progressed. A full report on the project as a whole will be presented to Healthway, the funding body, in February 1994.

Appendix

List of Participants in the HealthLines Project:

Co-ordinators

Margaret Butterworth, Department of Library and Information Science,
Edith Cowan University (to 1.7.93).

Cathy Scott, Department of Library and Information Science, Edith Cowan
University (from 1.7.93).

Ron Oliver, Department of Computer Education, Edith Cowan University.

Ros Keep, Perth Apple Centre.

Kwinana Senior High School

Rosemary Tweedie

Bunbury Cathedral Grammar School

Darren Skov

Kay Carvosso

Jill Elderfield

Gnowangerup District High School

Peter Callaghan

St Hilda's Anglican School for Girls

Sandra Naude

Judy Cocks

Leeming Primary School

Ian Thompson

Tony Maylands

References:

(1992). *ITIS - Information technology in schools: implications for teacher librarians*. 2nd ed. Perth: Australian Library and Information Association, School Libraries Section (WA Group).

Butterworth, Margaret (1992). Going online: searching the Nexus databases, *Achieving the balance: Proceedings of the SLOC Conference, Methodist Ladies College, Perth*, 76-80.

Butterworth, Margaret (1992). The Concept of the virtual school library, *Australian Library Journal*, **41** (4), 247-256.

Keep, Ros (1991). *On-line: electronic mail in the curriculum*. Warwick: National Council for Educational Technology.

Leonard, Ralph (1990). Nexus III - telecommunications beyond the classroom, *Computers in education: Proceedings of the IFIP TC 3 Fifth World Conference, Sydney*, 1003-1008.

Leonard, Ralph (1991). Telecommunications in education, *ACCESS*, **5** (1), 23-26.

(1993). *Nexus: a world of learning*, Education Department of South Australia.

Rigby, Bruce (1992). Computer databases and student research: helping to meet the challenge, *ACCESS*, **6** (4), 30-34.

Somekh, Bridget (1989), "The Human interface: hidden issues in CMC affecting use in schools", in Mason, R & Kaye, A. eds. *Mindweave: communication, computers and distance education*, London: Pergamon, 242-246.

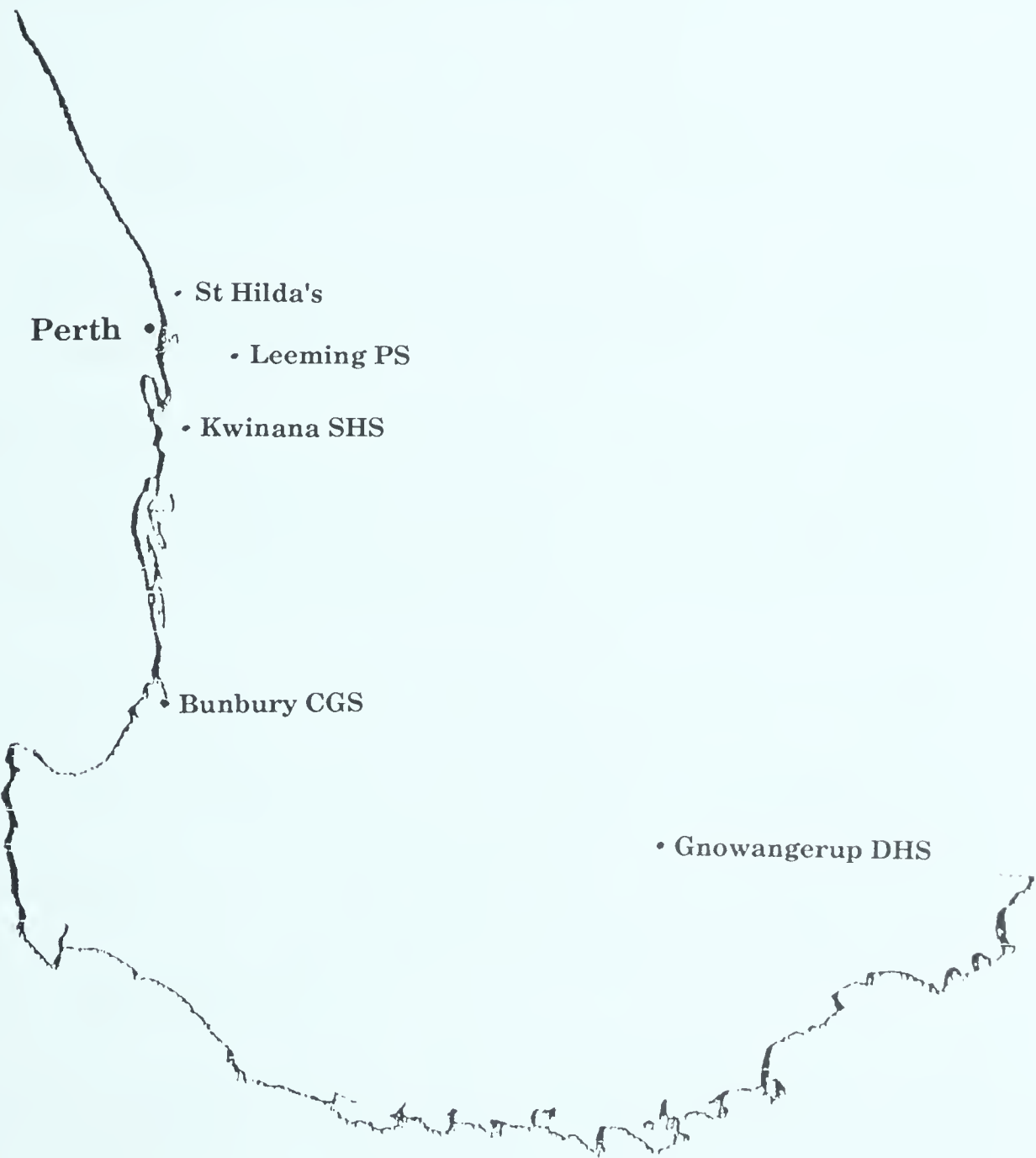
Videorecordings:

Communicating kids, produced by the Computer Education Unit, NSW Department of Education, shows various classroom activities using e-mail, including Roald Dahl's visit to Australia.

Nexus, a promotional video available from Angle Park Computing Centre at \$15.00, which demonstrates the place of e-mail and database use in resource based learning.

Online searching, a 40-minute video produced at Edith Cowan University, filmed in three libraries in Perth: CSIRO, St Hilda's School and the Parliamentary Library. It can be purchased from the Media Services Department, Churchlands Campus at \$60.00.

Map of the southwest corner of Western Australia,
showing the HealthLines schools



COOPERATION AND DOCUMENT SUPPLY

by Shirley Campbell

The emphasis on resource-based learning in the secondary school curriculum has resulted in an escalation in the demand for periodical literature. Locating relevant periodical literature is an important information skill for secondary school students but is of no value if the students cannot access that literature. *The ACT Secondary College and High School Libraries Union List* is a tool which enables students to access periodical literature held by secondary colleges and high schools in the ACT.

COOPERATION

The development of the *ACT Secondary College and High School Libraries Union List*, which was distributed for the first time in February 1993, had its beginnings in 1984.

In August 1984 the Association of Independent Schools (AIS) ACT Librarians Group was formed. Its prime purpose was to act as an ASCIS users group, but as well it provided mutual support and allowed the dissemination of information.

Early in 1985 an officer in the ACT Schools Authority floated the idea of a union catalogue of periodicals for ACT schools and this was discussed at a meeting of the Librarians Group. It was acknowledged that there were fundamental issues involved in planning for such resource sharing and, as a preliminary exercise, the Group looked at the AACOBS Inter-library Loan Code and the NSW Department of Education Library Liaison Project (Liverpool Region) documents.

In February 1986 independent school librarians were invited to supply a preliminary list of periodicals in order to develop a proforma for an integrated list of periodicals. The first draft of the AIS (ACT) Librarians Group *Union List of Periodicals*, produced and printed by one of the participants, was available in May 1986. The format was: title of periodical/school holding that title/holding. Periodicals which were free were not included in the list. It was decided that, until formal arrangements were made, the holding library should be contacted for a photocopy of the article required and that payment may be necessary. It was also suggested that it was of little use keeping periodicals which pre-dated the indexes in use - Guidelines and APAIS.

During the development of the first draft of the *Union List of Periodicals*, it was acknowledged that cooperation should not be limited to independent schools only and that the cooperative purchase and loan of expensive resources such as videocassettes could also be a possible form of resource sharing between members of the group. Subsequently, members submitted lists of their commercially produced and purchased videocassettes as a first step towards rationalising purchase of these expensive resources. A *Union List of Videos* was produced and has since been updated.

The idea of resource sharing among the group was floated in November 1986. The initial responses included the following:

- . do we need to share?
- . if yes, we need formal arrangements
- . sharing of videocassettes is a high priority
- . important that any resource sharing group should not duplicate services already provided
- . material used infrequently each year is appropriate for lending
- . resource sharing involves planning
- . could be a Canberra-wide project.

An educational rationale for resource sharing was developed after examining the rationale provided in *Books and beyond* (Schools Commission 1980, 49) and the stated aims of the NSW Department of Education Northern Inter-Library Cooperation Scheme. The possible activities of a resource sharing network were considered.

In August 1987 *Draft guidelines for a resource sharing scheme* were circulated to AIS (ACT) member schools by the Executive Officer of AIS (ACT). A covering letter stated that the aim of the resource sharing agreement was to increase resources available for the school curriculum, and the procedures outlined were to make resource sharing a viable *modus operandi*. School administrations and/or department heads discussed these guidelines and responded indicating whether their school wished to participate in the scheme. By November 1987 nine schools replied that they wished to participate, two schools agreed to limited participation and one school did not wish to participate. It was decided that AACOBS inter-library loan forms would be used when making requests and these records would be used as a basis for reviewing the scheme at a later date.

The *Union List of Periodicals* continued to be updated and produced by a member of the Librarians Group and later in 1989 access to the list by government colleges and high schools was discussed. Some government colleges expressed interest in participating; this required them to sign the resource sharing agreement. Some colleges who wished to participate experienced difficulties with their administrations who were unwilling to sign an agreement with schools in the non-government sector. Early in 1990 guidelines for entries to the list were revised: periodicals entered had at some time to be indexed by either Guidelines or *APAIS* and only a complete year's holdings were to be listed.

In November 1990 it was decided that the resource sharing agreement should be reconsidered, taking into account the experience gained from using the *Union List of Periodicals*. It was suggested that the next update should be made available to all AIS (ACT) schools - not just participating schools - but non-contributing schools would have to pay for the list. After considerable discussion, it was decided in June 1991 that it was not necessary to sign the resource sharing agreement in order to participate in the *Union List of Periodicals*. When satisfying requests for periodical articles, most holding

libraries preferred to send a photocopy of an article, rather than send the periodical, so no resources were being physically shared. However, participation in the *Union List of Videos* still required signing the agreement.

During 1991 the government colleges produced their own union list of periodicals and in August 1991 the decision was taken to amalgamate the college union list and the AIS (ACT) Librarians Group union list. The O'Connell Education Centre (OEC) - the ACT Department of Education resource centre for teachers which non-government school teachers may also use - agreed to manage the amalgamated list from January 1992 and to include its own holdings. The amalgamated list would be available to participating schools only and would be supplied free-of-charge. The periodicals included in the list had to be indexed in APAIS, Guidelines, Sage or Pinpointer.

In August 1991 the AIS (ACT) Librarians Group decided to produce, in addition to the amalgamated union list, a list of periodicals held by its members but not indexed as required by the union list. Archival storage was also discussed; members identified strengths in their own collections and a list of 'essential' periodicals was drawn up.

In June 1992 the first draft of the amalgamated union list was available for comment. Modifications were agreed to: the layout was to be improved; and all periodicals held by contributors to the list were to be included, not just those indexed.

The amalgamated union list under the title of the *ACT Secondary College and High School Libraries Union List* (ACT SCHSL Union List) was released in February 1993. At a regional teacher librarians meeting in April 1993 it was decided that: the list would be updated biannually (January and July); to assist with accuracy, requests for articles must be signed/checked by someone in authority; requests could be made by phone or fax; formal archiving arrangements would be established and data on inter-library loan traffic would be kept for future analysis.

DOCUMENT SUPPLY

The issue of document supply was first discussed in 1986. The minutes of the 7 October 1986 meeting of the AIS (ACT) Librarians Group noted that 'it is important in teaching the use of periodicals that there should be a satisfactory end point i.e. material should be available and at the correct level.'

Radford College students locate relevant periodical articles by means of indexes on CD-ROM, updated with monthly/regular print indexes and/or online searches. The student prints out the relevant reference and checks the *ACT SCHSL Union List* to see if the periodical is held by Radford College Library. If it is, the student accesses the periodical directly.

If the periodical is not held by the College Library, but is listed in the *ACT SCHSL Union List*, the student fills out a standard form and gives it to a member of the Library staff who decides which holding library to contact. A conscious effort is made to spread requests among participating libraries. A phone call is made to the holding library which then faxes or mails a copy of the article.

The *ACT Secondary College and High School Libraries Union List* has proved easy to use for students and has provided fast access to relevant periodical literature. The only problem encountered to date by Radford College has been the unavailability of some articles even when the periodical has been listed. This has been the case mainly for popular periodicals such as *Rolling Stone*, where issues have obviously been 'stolen' by students. It is important when listing a title to make sure, as far as is possible, that the complete holdings for the year listed are available. This is much easier to accomplish if the periodicals are security protected. However, rationalising a school's holdings and establishing archival deposits help overcome this problem.

If the periodical required does not appear in the *ACT SCHSL Union List*, NUCOS on microfiche is consulted. If a holding is listed in the ACT, the student decides whether to go to that library to access the periodical. If the holding in the ACT is the National Library of Australia (NLA), the student can fill in a NLA Reading Room Request Form at school - supplies of these are kept - to facilitate the process. If no holding in the ACT is listed in NUCOS, but the periodical is available interstate, and if time permits (secondary school students' need for periodical literature is usually immediate!) the relevant article is obtained for the student using ALIA inter-library loan vouchers.

The cross sectoral use of libraries e.g. school students using university libraries, university students using the libraries of other universities, has been under investigation for some time both at the state and the national level.

The requirements of the VCE placed enormous demands on the State Library of Victoria and Melbourne's university libraries. The University of Melbourne responded to this situation by developing a policy which recognised that, while its library's primary clientele consisted of University of Melbourne students, school students would be their users of the future and would not be discouraged from using the library. However, the school students had to satisfy the following conditions: they must have used their school library first, they must have mapped out a clear search strategy and they must be able to use OPAC terminals i.e. they must be independent users who will place minimal demands on readers services staff.

School students in the ACT are disadvantaged in that there is no state reference library in Canberra; they tend to use the National Library of Australia as a substitute. However, in its Collection Development Policy (1990, 11) the National Library stated that the majority of its future users will be engaged in research and study at a level beyond that of high school education; in any case, it does not have the human resources to provide an information service for school students. By using the procedures outlined previously, Radford College students

are encouraged to use the National Library only after they have carried out an exhaustive search using the resources in their own library and are still in need of further information. By completing the National Library Reading Room request forms at school, the students need only clock in the date and time of the request on arrival at the Reading Room in order to obtain the required periodical, thus placing minimal demands on Reading Room staff.

On 13 May 1993 SAPSS (South Australian Periodical Service for Schools) was launched. This is a University of South Australia initiative funded by the Senior Secondary Assessment Board of South Australia, the Education Department of South Australia, the Independent Schools Board and the Catholic Education Office. For a membership charge of \$100 per year and at a cost of 20 cents per page, the University of South Australia Library will provide within 48 hours a faxed copy of any journal article requested by schools taking part (schools have access to a printed list of periodicals held by the university library). This is a most encouraging and exciting development with the university taking a broad rather than a myopic view of cooperation, particularly at a politically sensitive time when the University of South Australia Library is short of resources for its own students (Donaghy 1993). At the launch of SAPSS, Alan Bundy (1993), University of South Australia Librarian, stated 'the demand [for information] is resulting in even greater interaction between providers, because, put simply, students at all levels are increasingly intolerant of institutional barriers to resource access when they are aware that most of these institutions are ultimately funded by all Australians.'

With greater emphasis being placed in educational curricula on independent resource-based learning and information literacy, union lists of periodicals together with cross-sectoral use of libraries are a powerful tool in facilitating document supply.

REFERENCES

- Bundy, Alan. (1993). Launch of SAPSS - South Australian periodical service for schools: Introductory remarks. Adelaide. 13 May. Photocopy.
- Donaghy, Brian. (1993). SA schools to get access to UniSA library journals. *Campus Review* 20-26 May.
- National Library of Australia. (1990). *Collection development policy*. Canberra.
- Schools Commission (1980). *Books and beyond*. Canberra: AGPS.

SOUTHERN REGION RESOURCE SHARING GROUP (SOURCE)

by
NOEL GILCRIST

SOURCE is a cross-sectoral resource sharing group operation across the South Eastern suburbs of Melbourne.

The membership of SOURCE consists of librarians from government and non-government Secondary Colleges and Public Libraries who are committed to cooperation and resource sharing between the sectors to provide access to the widest possible range of resources.

Members of SOURCE provide their time, talents and skills on a voluntary basis, and, over the years, have become self funding.

BRIEF HISTORY

SOURCE, formerly the Western Port Region Resource Sharing Group, was set up in the mid-1970's by a group of librarians who realised the possibilities for resource sharing using the emerging computer technology. These forward thinking librarians included people such as Bev Kirby, Cynthia Bailey and Brenda Miller, and later Irene Meieuwissen and Shirley Richardson.

Although the group has stayed small, its activities have grown as regional boundaries have changed. Western Port became part of the larger Southern Region (hence the change of name) and recently the Southern and Eastern Regions have been combined. SOURCE is looking to provide access to resources held across this wider area.

SOURCE ACTIVITIES

Source's major contribution to cross-sectoral cooperation has been the production of a Union List of periodicals held in libraries across the region, which is updated regularly. This year, with the growth of computer driven databases such as CD ROM, Disk and On-Line, we have found it necessary to include these resources in our union list.

Contributors included government and non-government college libraries and public libraries. Mainly these contributors are willing to supply documents or a database search free of charge, but they are at liberty to charge if they wish. Personally I find the administrative functions involved in charging too time consuming to consider.

The first Union List was produced by computer in the early 1980's and it has been computer technology which has allowed us to extend our services over wider boundaries.

All input to the union list is carried out by SOURCE members.

The implementation of VCE and Frameworks curriculums has increased the demand for current information, and cooperation between libraries has been a major factor in providing the information required.

FAX machines have provided a quick and economical means of document delivery. Within a local area telephone charges are less than half the cost of a postage stamp. Depending on how busy the librarians in both libraries are, the patron can have the document in hand within minutes.

While most of SOURCE'S time and efforts are taken up producing the union list, it has been the special projects which have brought SOURCE to the attention of library circles and established the group as a major contributor to cooperation.

SOURCE organised a successful one-day seminar entitled "Networking the 90's". Guest speakers from universities and public libraries provided papers on existing networks and how they are accessed. Participants included principal librarians from Universities, TAFE Colleges, Regional Library Services and Secondary Colleges.

To mark the centenary year, SOURCE produced "Australian Sources", an annotated bibliography which was launched by the General Manager of the Southern Region.

We of course have had our notable failures. We attempted to run a Saturday seminar for VCE students with an array of guest speakers from VCAB, Regional consultants, verification chairpersons and all library sectors - and only 5 people wanted to come!

In 1992 we were delighted to be recognised in Victorian Libraries Policy as a significant and successful cross-sectoral cooperative group.

CREATING A SUCCESSFUL NETWORK

To create a successful network you have to create a successful team, and a successful team needs people to take on different roles, which of course can be interchanged depending on the team's needs.

- A coordinator who can encourage group discussion and articulate decisions made by the group.
- A task manager who can unite ideas, objectives and practical considerations into a feasible project.
- An ideas person who is the source of original ideas and proposals.
- A team builder who can weld the team into a cohesive entity.
- Team workers who can achieve an objective efficiently and systematically.

Above all, a successful team cannot operate without people with a high level commitment. As I mentioned previously, SOURCE is a small group of around 12 members, all of who have a real commitment to resource sharing and cooperation — and that is the secret of its success.

THE DREAM AND THE DYNAMICS

The dream of the founding members of SOURCE in the mid-970's was to provide the means through which libraries could be encouraged to make the most effective and economical use of resources through cooperative resource sharing. Computer technology was the dynamic force which could make that dream come true.

I believe we still have a long way to go in school libraries. We need to be constantly updating our knowledge of changing technologies and have the vision to use them to further cooperation and resource sharing.

Scanning devices can transfer images from one location to another — an alternative to FAX for document delivery perhaps?

The technology already exists for remote access to library catalogues — why not use this as a means of locating resources, perhaps for bulk loans for books on a particular subject to supplement your library's collection.

No one library can provide all the resources required by every patron, but with networking and technology, every library can provide the access to them.

ROBYN WHITFIELD (biography)

Robyn Whitfield was born in Sydney and educated at Presbyterian Ladies College, Croydon and then Sydney University where she graduated with a B.A. and Dip.Ed.. She worked for the Department of Education teaching English and History, before retiring to have a family. Robyn kept in touch with private tutoring and part-time teaching of HSC English at Sydney Technical College.

Robyn's interest in librarianship began while teaching. Once family commitments allowed, Robyn retrained as a teacher-librarian graduating from Kuringai CAE, Lindfield with a graduate diploma. While studying part-time, Robyn had worked part-time for Kuringai Municipal library and as a relief teacher - librarian for the NSW Dept. of Education.

After graduating, she was invited to apply for the position of teacher librarian at Sydney Church of England Grammar School (Shore), and was appointed in March 1985. She was appointed Head Librarian of both primary and senior school libraries eighteen months later, on the retirement of Mrs Georgina Hart. Robyn is still at Shore.

Robyn is a member of ALIA with section membership to School Libraries Section and Children and Youth Services Section. She is NSW committee secretary of CYSS. She is also a member of the Stanton Area Librarians' Group and the NSW AIS Librarians Group as well as participating in the Head Librarians' Group of UNILINC. All three of these groups operate resource sharing networks as part of their activities.

SHORE'S EXPERIENCE OF COOPERATION AND DOCUMENT SUPPLY

The senior school library of Sydney Church of England Grammar School (Shore), North Sydney, belongs to three resource sharing networks, although the school is only formally contracted to one: UNILINC Limited.

The other two networks are: The Stanton Area Librarians Group and the Associated Independent Schools' (AIS) Librarians Group. Both of these groups work on an informal, mostly local and cooperative level. Among other objectives, both groups aim to share their periodical resources. They operate on the goodwill of participating libraries rather than formalized contractual agreements as the UNILINC library network does.

The Stanton Group began in 1975. Librarians from public and private, primary and secondary schools within the municipality of North Sydney, met with the Children's Librarian of Stanton Library with the aim to provide a more efficient service to students within the area and to share knowledge and expertise. Short term objectives were resource sharing and inter-library loan (ILL), while long term objectives were rationalization of holdings; union lists of holdings; exploring possibilities for cooperative purchases of expensive non-book items.

In 1977 the Group applied for and received the first School

Commission Innovations grant to develop an A/V collection. They purchased a colour porta-pak camera and a bank of video tapes to record ABC television educational broadcasts as a common resource - all housed at the Stanton Library. However, copyright problems did not allow this collection to operate as a video library as planned and difficulties were experienced in sharing and maintaining the video camera. About ten years later, a sizable collection of videos was distributed between the members when the idea was abandoned. Over the years, other ideas to resource share were sought, such as bulk purchasing and centralized cataloguing in the subject area of History. The diversity of selection defeated these ideas.

By 1986, changes to the curriculum meant that students used more periodical literature and this increased demand, coupled with rising subscription costs, pointed to an area where cooperation and willingness to share resources would be worth developing.

It was decided that each library would contribute details of its periodical holdings to Ms Dianne Simpson at Monte Sant Angelo who undertook to create the listing on computer and bind it in booklet form for the Group. The listing was alphabetical by periodical title with the schools' holdings following.

To begin with, the document delivery method was loan of the whole periodical from one librarian to another. Now, requests are phoned and availability checked immediately, if possible, and supply is usually within 24 hours by fax or posted photocopy of an article. ILL requests for books etc. are also phoned. If the material is not available for loan, although available for use, staff and students may use the resources at the host library. No charges are made for fax, photocopying or postage. Reciprocation of requests evens costs out and the number of requests has never been burdensome on any one member.

There has been no group move to rationalize subscriptions. There is note taken, however, of subscriptions already held within the Group when individual libraries consider requests for new subscriptions or take the decision to end a subscription. Libraries without storage space offer back issues or discarded runs to libraries able to house them.

Currently the Stanton Group is made up of the municipal library, two TAFE colleges, nine independent schools and four High schools who meet once a term. However the Group is struggling to survive as staff and financial constraints are affecting the public schools, while the independent schools all belong to the AIS Librarians' Group.

The AIS Librarians' Group grew out of a dinner meeting of Independent School librarians at Canberra's ASLA conference and was the brainchild of Janet Flint of Trinity Grammar. The Group was formed under the umbrella of the AIS with Barbara Yates becoming the first president in 1990. The aims of the Group are to provide a forum for discussion of current resources, professional knowledge and expertise, to provide professional development seminars and workshops and to make responses to such proposals as the English K-6 Curriculum.

As a core of AIS librarians are Stanton Group members, the

idea of preparing a union list of periodical holdings and engaging in resource sharing and ILL was soon raised. This project went forward in 1992 and AISLINK began operation in early 1993. All contributing members received a copy of the AISLINK manual free. Production costs and postage was borne by AIS, although the hard work of co-ordinating the information to produce the manual was done at Barker College. Updates will be done each September with a subcommittee to proof read.

The manual provides information on how to arrange ILL, request forms and usage statistics forms. As yet no statistics are available, however, it appears that most traffic is from newer schools with collections still growing to meet their needs or isolated members outside Sydney. It is new technologies though which are driving the need to resource share in all our members' libraries.

The wide spread purchase and developing popularity of CD-ROM bibliographic products such as AUSTROM, AUSTLIT, AUSTGUIDE, SAGE etc. has meant that teachers and students are finding references to a wide variety of journals. The expectation is that when a reference is found, the information should be available immediately or as quickly as possible. To maintain image and credibility, it is imperative that librarians become involved in resource sharing ventures. No one school can afford to have subscriptions to such a wide range of periodicals as is met on these CD-ROMs. With the advent of photocopiers and fax machines, so long as one complies with copyright regulations, delivery of information to any library with like facilities, is easy and as quick as staffing allows. The advantages of sending a photocopy are that the requesting library can add it to their collection to meet future demand (fax fade) and the lending library keeps access to their material.

Very different to the two cooperative groups already described is the network that Shore belongs to called UNILINC (formerly CLANN). UNILINC is a cooperative network of educational libraries, located mainly in NSW but also in the ACT, Victoria and Queensland. There is no restriction on distance or state boundaries in membership growth and benefits are shared equally. The membership comprises tertiary education, school, special, public and government department libraries.

The main services offered by the network are:

- shared online acquisitions, cataloguing and circulation control with supporting management information;
- OPAC access to the home library collection and to the entire database of 1.9 mill. (Oct.'91) holdings;
- CD-ROM access to this same database;
- open borrowing between member institutions. This is known as the UNILINC Reciprocal Borrowing Scheme. The OPAC is the key to this scheme's success as it shows whether items are on loan or available;
- shared arrangements enabling access to national and international databases at significantly discounted rates;
- bulk purchase of equipment, stationary, barcodes.

UNILINC is financed by network activity with an annual subscription of \$1,000 per member. Members participate in UNILINC

schemes to the extent that they are able and each remains independent while agreeing to follow certain guidelines eg. standard international rules for cataloguing. Libraries pay for what they use and each online transaction is charged at a fixed rate agreed to in each yearly budget by the Board of Directors that governs UNILINC. The Board consists of representatives of the network members.

Membership of UNILINC has been a relatively painless way for Shore to automate its senior school library. A good percentage of our collection already had records in the database to which we added our holding statements. The benefits to students and teachers of the Reciprocal Borrowing Scheme and free ILL (except UTS from July '93) are undoubted. The OPAC delights Staff who are still doing university courses, as they can search their university library catalogue at Shore and do their research in spare moments. Our ILL traffic is neither one way nor heavy. We request about 120 items per year and lend about 100 -mostly to student teachers. However our students do make more use of other UNILINC libraries, eg. The Conservatorium of Music, than we are used by their students. Loans are at the discretion of each library, so there is no compulsion to lend items that might be in demand at Shore. The network uses AACOBS approved ILL request forms and document supply is by post. Books are sent by registered mail. Members with ILANET or AARNET use the ILL module for automated requests. Shore will give consideration to these communication systems in the future.

Shore does not use UNILINC's online acquisition module nor have we yet sought to share in arrangements to access international databases. We do take advantage of bulk purchase of barcodes and discounts on CD-ROM subscriptions which are even better than the normal discounts offered to schools.

Incidentally, Shore's preparatory school library is a SCIS (formerly ASCIS) online subscriber. The school takes full advantage of this centralized, cooperative cataloguing service.

All the networks Shore has access to, assist in keeping the library services abreast of current trends and developments and the librarians knowledgeable of current professional development. Networking and resource sharing has been an effective way for Shore to meet change and the ever increasing demands for the most current information. It "drives your dollar further" (4) too.

Despite all that has been said in praise of cooperative ventures, do not rush into one. Questions to be considered include: what type of cooperation do you want and what type are you prepared to offer; what are likely costs and can you afford them; who should be involved; how will decisions be made etc. There should be well organised and efficient systems of resource organisations within each school intending to cooperate. There must also be a commitment made by teaching and library staff in each school to the concept of information and resource sharing with outside agencies. Goodwill is an intangible, but essential, factor in any resource sharing, information sharing and joint activities network.

SUGGESTED READING

1. Bennetto, L. "The challenge of the VCE; how have we responded?" School Library News v.23 n.4 Nov. 1991 p.17-19.
2. Bridgland, Angela & Thomas Allan "The teacher-librarian as information manager". in Promoting Learning: Challenges in teacher-librarianship ed. M. Nimon & A. Hazell, Adelaide: Auslib Press 1990 p.76-84.
3. Broadbent, M. "Networking : an effective response to change". in School libraries and technology: a sourcebook compiled by M Broadbent & D Schmidmaier, Lindfield NSW, KCAE. p.60-76.
4. Bruce, H. & Paull N. "Networking drives your dollar further" Scan v.8 n.6 & 7 Oct. 1989 p.24-25.
5. Buchanan, R. "How to set up a library network from scratch". Scan v.8 n.8 Nov. 1989 p.25-26.
6. Cook, J. "The school library's place in the community's information network" in School Librarianship ed. J. Cook , Rushcutters Bay NSW: Pergamon 1981 p.167-179.
7. Gordon, Helen A. "Is there a fax in your future?" Online May 1988 p.20-25.
8. Henri, James "Resource sharing" in The School Curriculum: A collaborative approach to learning Occasional Monographs No.7 Centre for Library Studies, Riverina-Murray Institute of Higher Education 1987 p.51-64.
9. Jackson, Mary E. "Library to Library" Wilson Library Bulletin June, 1989 p.94-95,141.
10. Murray, Janet & Williamson Kirsty "Building resource collections in schools" in Promoting Learning: Challenges in teacher-librarianship ed. M. Nimon & A. Hazell, Adelaide: Auslib Press 1990 p.53-65.
11. Parker, D. "Networking: an overview of networks and their applicability to school libraries". in " A wake for print? School librarianship to the year 2000": Papers of the eight biennial conference ASLA, Melbourne 9-14 Jan. 1983 ed. B. Colville, Brisbane: ASLA 1984 p.121-137.
12. Whitmore, L. "Cooperative schemes at local and

- regional levels". in "Challenge and response for school librarians' " a paper. Sydney : LAA School Libraries Section 1983 p. 69-85.
13. Williamson, K;
Murray, J. "Resource Sharing: a survey of the use of the SOURCE periodicals union list" Access v5 n3 Aug. 1991 p.34-36.
14. Wilson, Mark "How to set up a telefacsimile network -The Pennsylvania Libraries' experience". Online May, 1988 p.15-20.
15. Zillman, P. " The Brisbane North Periodicals Centre" Journal of the School Library Association of Queensland v19 n2 Aug. 1987 p.11-

Background Paper for the Technology Workshop: CD Roms – What's available for secondary schools

Author – Heather Kelsall

ABSTRACT:

This Paper is provided as background reading for participants in the workshop 'CD-ROMs - What's available for secondary schools.' In discussing the latest trends in technology, I trust teachers will be encouraged to investigate the curriculum benefits these information sources provide and reassess their current technology. The Paper also highlights some of the major CD ROM's in use in secondary schools and the curriculum areas they support.

INTRODUCTION:

Without doubt CD-ROMS have had the greatest impact on information services in school libraries this decade. Since marketing began in Australia in 1986, this relatively new technology is changing how we conduct our reader services in school libraries, library management, collection development, information skills instruction and in fact the curriculum.

Schools saw the first two full text CD ROM's in 1986:

Groliers Electronic Encyclopedia and the McGraw Hill Science and Technical Reference set as exciting, non-book information sources. Since then the range of products has broadened with the CD ROM Directory reporting that 2908 titles were available in 1992, of which 2105 titles use IBM platform and 601 titles use Apple.

1991 saw a widespread acceptance of CD-ROMs in school libraries and the discussion moved from 'should we buy' to 'which titles best support our needs.' Teacher librarians have realised that the storage and multimedia facilities of CD-ROM and the educational software available in the format is far superior to anything available on floppy disk. The major issues now confronting them involves assessment and selection based on collection development criteria, funding options for both software and hardware, management strategies and long-range planning to incorporate the ever-changing technology.

WHAT ARE CD-ROM'S?

CD-ROM (compact disk - read only memory) is a medium for storing a mass of data. They have a similar appearance to a music CD, but store computer programs and information instead of songs. There are several different types of CD-ROMs including CDTV, CD-I, DVI, CD-ROM XA, and VIS. The datadrive (player) communicates with the computer (both IBM comp. and Apple) via a host adaptor card and software.

CD-ROM AND MULTIMEDIA:

There are two distinct standards when referring to CD technology: CD-ROM equipped PC's and Multimedia PC's (MPC). CD-ROM datadrives can run CD's through any ordinary Apple, IBM or compatible machine. MPC is a combination of hardware, software and a CD-ROM datadrive used as a mixing station to create multimedia presentations. With the most recent CD-ROM information discs now incorporating a wide range of integrated formats: text, visual images, video and animated sequences, voice, music and musical notation, - an MPC is required as hardware.

To take advantage of this multimedia functionality Schools have the option of either upgrading their current hardware or purchasing an MPC with the necessary multimedia hardware already installed. The capabilities required are:

- * 386DX or higher PC, with 4Mb of RAM and a minimum 60Mb hard disk
- * VGA or SuperVGA+ display
- * Two-button mouse
- * 101-key keyboard
- * CD-ROM drive: CD-DA outputs, sustained 150Kb/second transfer rate
- * Audio board: 8-bit DAC, linear PC sampling, 22.05kHz and 11.025kHz rate and microphone level input music synthesiser, and onboard analog audio mixing capabilities
- * Serial port
- * Parallel port
- * MIDI I/O port
- * Joystick port
- * Headphones or speakers
- * DVI board (for video clips - additional \$3000)

For a complete new system costs start from \$3,000, and many companies provide a collection of CD-ROM's free as a starter kit.

MULTIPLE CD-ROM's:

With the variety of CD-ROM's now available, one CD-ROM datadrive installed on one PC and used in isolation does not fully utilise that information source. Mounting CD-ROMs on local area networks (LANs) allows many people to use information on the same CD-ROM simultaneously, at a variety of terminals within the library or anywhere around school. Where schools have purchased computers over a number of

years, LANTastic peer-to-peer networking is one system which allows easy linking of stand-alone PC's when all are at a similar level. (IE: 386 with 2Mb of RAM, 40-60 Mb hard disk and EGA/VGA monitor.) While there are other networking options such as Novell, Novell Lite, Microsoft PC LAN and TeleSystems, LANTastic has had positive reviews for ease of setup and realistic costs.

Multi-CD datadrives have supplied the solution to Libraries with more CD's than available datadrives or computers. The teacher librarian no longer has to inter-change CD's as the clients information needs alter. Options vary from Jukeboxes where one CD can be used at one time, to CD towers which allows each CD to be accessed simultaneously. The jukeboxes range from the Pioneer 6 pack (from Uni Tron, app.\$3800) to the recent prototype release by UMI that handles up to 240 CD's. Both can be daisy chained to increase system capacity. Companies such as Aldis supply the tower options with a choice of 7 or 14 drive models costing \$9,000 and \$18,500 respectively - still comparative to the cost of one internal CD-ROM datadrive at \$1,000. Combining jukeboxes with networking allows maximum access to and use of these information sources.

CD-ROM's IN THE SECONDARY SCHOOL:

(A) INDEXING SERVICES - are essential reference tools for servicing information needs of senior students. They provide the source of the information, the full document/article then must be accessed. Libraries have the option to:

- . purchase their own periodicals;

- . belong to networks - EG: Periodical Centre (Qld.Dept.of Ed.) or local school groups;

- . use ILL and ALIA vouchers to purchase articles

(approx.\$6ea). NUCOS, available on microfiche and on CD, lists periodicals held in libraries across Australia.

The following CD-ROM's are widely used by secondary schools

(i) AUSTGUIDE (IBM) -

- . Contains: Guidelines and Education Guidelines since 1986; Pinpointer from 1987 to 1992; and ABS Statistics.

- . Indexes a cross section of periodicals supporting most areas of the secondary curriculum.

- . Purchase: 1 accum. disk p.a. Cost: \$220

- . Available from: INFORMIT. 03 6670284

- . Schools still need to subscribe to the print format of Guidelines to provide current (monthly) information sources.

(ii) AUSTROM (IBM) -

- . Contains 12 datadases: Australian Education Index (AEI), Attorney General's Information Service (AGIS), Australian Public Affairs Information Service (APAIS), Australian Architecture Database (ARCH), National Sports Information Centre (AUSPORT), Australian Criminology Database (CINCH), Curriculum Resource Abstracts (Curriculum Corp.), Victorian Ministry of Education and Training Library (EDLINE), Australian Family and Society Abstracts (FAMILY), Home Economics Index (HEI), Leisure and Tourism Index, Pinpointer, and JOURNALS lists those indexed on AUSTROM.

- . Indexes journal articles, theses, research reports, newspaper articles, conference proceedings, etc.

- . Curriculum areas include - economics, politics, legal studies, history, sport, tourism, criminology, family matters, architecture, education, and current issues.

- . Purchase: 3 discs p.a. Cost: \$745

- Single disc Cost: \$295

- . Available from: INFORMIT. 03 6670284

(iii) AUSTLIT (IBM) -

- . Indexes works by or about Australian creative authors.

- . Covers: poems, plays, novels, short stories; critical articles, reviews, awards and prizes, Australian literature publishers and works translated by Australians.

- . Curriculum area- all aspects of Australian literature.

- . Purchase: 3 disc p.a. Cost: \$375

- Single disk Cost: \$150

- . Available from: INFORMIT. 03 6670284

(iv) SAGE (IBM) -

- . Indexes a wide range of scientific and geographic based periodicals, with an Australian emphasis.

- . Curriculum areas include all Science subjects, agriculture, anthropology, ecology, engineering, environment, geography, health, humanities, mathematics, natural resources, nutrition, philosophy, politics, psychology, sociology, and technology.

- . Purchase: 2 disks p.a. \$100

- Networking POA

- . Available from: CSIRO. 03 4187333

(v) AG-ROUND (IBM) -

- . Contains information on Australian agriculture.

- . Indexes current research projects and publications on

Australian agriculture.

- . Curriculum areas: all aspects of Agriculture, Science topics, and many physical Geography topics. Invaluable for supporting research into projects in progress.

- . Purchase: 2 disks p.a. \$195

- . Network Lisc. \$525

- . Available from: CSIRO. 03 4187333

(vi) FILM AND VIDEO FINDER (IBM) -

- . Contents lists feature films, videocassettes, min-series, short films, telemovies, educational & management titles, opera and ballet titles, music clips, children's programs, etc. Cumulative from 1985.

- . Assists with information on all aspects of film/video, most useful in locating curriculum support material, particularly Film study.

- . Purchase: 2 disks p.a. Cost: \$225

- . Single disk Cost: \$125

- . Available: INFORMIT. 03 6670284

(vii) THORPE ROM (IBM) -

- . Contains Australian and New Zealand books in print, forthcoming titles and OP titles.

- . Most useful reference tool for T/L's

- . Purchase: 4 disks p.a. Cost: \$400

- . Available: D.W. Thorpe. 03 6451511

(vii) THE AUSTRALIAN - TECHNOLOGY & SCIENCE (IBM & MAC) -

- . Contains 2,000 images of pages from The Australian, accessible from the index record. 1992 ed

- . Suitable: Years 9 to 12, Computer studies, Science topics.

- . Purchase: Single disk Cost: \$279
- . Available: Quarrior Consultancy 054 435785

B. FULL TEXT CD-ROM's

These contain the full text of information which can be printed off or integrated into an assignment, and refer to both reference works and CD's with archival storage. Most are produced in the USA and the Australian content is either limited or non-existent. The following list highlights those CD-ROM's widely used in secondary schools.

(i) MCGRAW HILL ENCYCLOPAEDIA OF SCIENCE AND TECHNOLOGY REFERENCE SET (IBM) -

- . Curriculum area: Science related topics & technological developments. Language level dependent on information query. 1991 ed.
- . Suitable: Years 8 to 12.
- . Cost: \$955; upgrade of V.1 \$450.
- . Available: McGraw-Hill Book Co. 02 4174288

(ii) WORLD BOOK INFORMATION FINDER (IBM) -

- . General encyclopaedia. 1993 ed
- . Suitable: Years 6 to 10
- . Cost: \$899; upgrade cost: \$255
- . Available: World Book reps. 02 4393400

(iii) ATLAS PACK - The Software Toolworks.(IBM) -

- . Contains both the World Atlas & U.S. Atlas. Visuals and statistics.
- . Suitable: Years 6 to 10. Geography, statistics & mapping.

- . Cost: \$199
- . Available: Knowledge Books and Software. 07 8690994

(iv) TIME MAGAZINE COMPACT ALMANAC (IBM) -

- . Contains approx. 10,000 selected articles from Time Magazine, 1923 to 1988. 1991 ed
- . Suitable Years 8 to 12; all curriculum areas, emphasis on current affairs.
- . Cost: \$250
- . Available: Knowledge Books and Software. 07 8690994

(v) ELECTRONIC ENCYCLOPEDIA OF WORLD WAR II (IBM) -

- . Encyclopedia containing source documents, reports, maps, pictures etc on W.W.2. 1993 ed.
- . Suitable Years 9 to 12, History related topics.
- . Cost: \$599
- . Available: Marshall Cavendish reps. 02 9754166

(vi) NEW GROLIER ELECTRONIC ENCYCLOPEDIA (MPC: IBM & MAC) -

- . General encyclopedia. 1993 ed. (CD-ROM Product of the Year, 1991.)
- . Suitable Years 8 to 11
- . Cost: \$575. Upgrades: \$195 and \$325. Special school price under deliberation.
- . Available: Grolier Education. 02 4274922

(vii) THE PARLIAMENT STACK (MAC) -

- . Contains extensive information on all elected members and their electorates.
- . Suitable Years 8 to 12
- . Cost: \$85
- . Available: Parliamentary Education Office. 06 2773995

(viii) MICROSOFT BOOKSHELF (MPC: IBM) -

- . Contains: Concise Columbia Encyclopedia, American Heritage Dictionary, Roget's II Electronic Thesaurus, Bartlett's Familiar Quotations, Concise Columbia Dictionary of Quotations and Hammond Atlas. 1993 ed
- . Suitable Years 7 to 12
- . Cost: \$169
- . Available: Ashtons Scolastic. 043 283556

C. INTERACTIVE

Interactive multimedia resources are designed for a specific purpose and this must be carefully evaluated against client and curriculum needs.

(i) FLASHBACK (MPC: MAC) -

- . Contains Australia's involvement in overseas conflict over the past 100 years.
- . Suitable Years 7 to 10 studying Australian history
- . Cost: \$190 (NSW Schools), \$249 (others).
- . Available: NSW Dept of Education. 02 9258178

(ii) MICROSOFT MUSICAL INSTRUMENTS (MPC: IBM) -

- . Contains interactive information on musical instruments of the world
- . Suitable Years 5 to 9
- . Cost: \$69
- . Available: Ashton Scholastic. 043 283555

(iii) MICROSOFT ENCARTA (PMC: IBM) -

- . Interactive encyclopedia: 29 volumes of Funk & Wagnells New Encyclopedia, 1992 ed., plus 1000 extra articles.

- . Suitable Years 6 to 10
- . Cost: \$359
- . Available: Ramware. 07 3525677

(iv) WAY BACK WHEN (MPC: MAC) -

. An interactive information source on everyday life in Colonial Australia.

- . Suitable: Years 4 to 8
- . Cost: \$190 (N.S.W.), \$249 (Other)
- . Available: Ashtons Scholastic 043 283555

(v) DOWNUNDER (MPC: MAC) -

. Interactive Australian Geography information disk.
Includes Lansat images, maps, photographs, videos, charts and text.

- . Suitable: Years 7 to 10, Geography
- . Cost: \$190 (N.S.W.), \$249 (Other)
- . Available: Ashtons Scholastic 043 283555

(vi) OZ I.D. (MPC: MAC) -

. Interactive information of the Australian identity, people, events and issues from the 1800's to present.

- . Suitable: Years 7 to 10, Australian history
- . Cost: \$190 (N.S.W.), \$249 (Other)
- . Available: Ashtons Scholastic 043 283555

CONCLUSION

While teacher librarians value Laurel Clydes regular articles in ACCESS, 'Computers in school libraries' as major information sources on current technology and software applications, as she stated (March 1992 ed.) all published

sources of information about CD-ROM's emanates from outside Australia. We require more detailed and critical reviews of CD-ROM's, documenting not only the various qualities of information and technical details, but with discussion on curriculum intergartion across Australia and age appropriateness. Publishers need to recognise the potential market here and support our professional decisions.

BIBLIOGRAPHY:

"The Basics of multimedia PC systems" in Your Computer September 1992, pp.26-33.

CLYDE Laurel A. "CD-ROM update" in ACCESS March 1992, pp.33-

FREE John. "Multimedia: CD's deliver audio, text and pictures" in Popular Science December 1991, pp.92-98

KENNEDY Jake. "Multimedia takes off" in Your Computer November 1990, pp.26-37

"Theatre of information" in Communique, July 1993, pp.10-14.

RUSSELL Nigel & RUSSELL Ann. "Interactive multimedia in libraries" in ACCESS March 1993, pp.26-29

UDELL Jon. "Start the presses" in Byte, February 1993, pp.116-134.

Computerising the Chinese International School Libraries

Author – Marilyn McMahon

The school.

The Chinese International School is unique in Hong Kong. It aims to teach the students both English and Mandarin so that the students will be truly bilingual. There are approximately 1,000 students from Reception to Year 13 (ages 4 to about 18). The students have a heavy programme of English and Chinese language learning throughout as well as the standard subjects taught in most Western countries.

Mandarin is the official language of China, Taiwan and Singapore and since Hong Kong will be returned to China in 1997 there is a great deal of interest in the study of Mandarin. In fact, Cantonese is the most common Chinese language in Hong Kong since the province of Canton is right next door to Hong Kong and most Hong Kong Chinese come from Canton (or Guangzhou as it is now more commonly known). The local schools teach Cantonese and English. There are also a number of international schools that offer the U.K. curriculum mostly to expat students who will be returning to U.K. or Hong Kong students opting for a British education. It is also possible to have a Hong Kong version of an American education or even French or German. At all other schools in Hong Kong one language predominates. Students can opt to study other languages but this is not usually compulsory. At the Chinese International School all students must study English and Mandarin. Therefore to support this mission our libraries are also bilingual. We collect English language and Chinese language materials.

The libraries.

We have 3 divisions in the school - Infant (Reception - P2), Junior (P3 - P6) and Secondary (Year 7 - Year 13). We have 3 libraries to serve these divisions of almost 1,000 m². There are 5 floors of Library. The Infant and Junior Libraries are 1 floor each in a block adjacent to the Infant and Junior Divisions and the Secondary Library consists of 3 floors likewise adjacent to the Secondary Division. The school is 10 years old. It has been growing year by year so that in September 1993 we have our first Year 13. The libraries have been growing alongside.

However it is only since we have moved into our new facilities 2 years ago that we have had full-time staff in the Junior and Secondary Libraries. We now have 5 staff members - 3 professional librarians, 1 library assistant and 1 audio-visual technician.

When we moved into the present facilities 2 years ago the collections in the Junior and Secondary Libraries were quite small. The Secondary Library had only about 1,000 items. It was felt to be a perfect time to computerise anticipating very rapid growth. In fact during the last 2 years we have added about 6,000 items to the Secondary Library alone.

The system.

When we went out shopping for a computer system for our libraries we needed to find one that would allow us to input both our Chinese-language and English-language materials together and display them together for our students and staff to support our bilingual curriculum. We found only two: Dynix and V-LIB. Since Dynix quoted us HK\$1 million for software alone, this reduced

the field to one. In fact after attending demonstrations of both, V-LIB was the one that appealed to us the most.

V-LIB was developed by a Singaporean-based company and I'm told that the programme was written by a Librarian. I think that it shows after looking at other library systems written by people with almost no knowledge or understanding of libraries. V-LIB is a PC based library management system which uses a standard DOS environment. It consists of 6 different modules: Cataloguing and Enquiry, Serials, Acquisitions, Item Control, Loans and Circulation and MARC interface (see Screen 1). There are also 3 other options: OPAC (On-line Public Access Catalogue), ideographic capability that allows handling of Chinese, Japanese, Korean and Portuguese scripts and image interface. All modules are fully integrated so that a record input or modified in one module is immediately available in all others.

The system can be introduced gradually depending on budgetary constraints. In our case we began computerising with the Cataloguing and Enquiry module and introduced the Circulation and OPAC modules at a later stage. We have plans to add the Serials and Acquisitions modules in the future.

Let me give a brief description of the modules that we are presently using:

Cataloguing and Enquiry.

- Catalogue records are in LCMARC format using standard MARC tags. During the set-up phase the library defines which it will use. This allows the possibility of importing MARC records at a later stage.
- Different information types such as books, serials, videos, posters, etc. can be entered. (see Screen 2)
- Multiple copies of an item can be attached to a single catalogue record, each identified and tracked by its unique barcode number.
- Data is entered interactively so that it is immediately available for modification or enquiry. All indexes are updated on-line.
- A stopword list is maintained to eliminate unnecessary indexing of common words such as "a" and "the". (see Screen 3)
- Presearching by keyword-in-title, author, subject, series or call number are available to check for duplicates. (see Screen 4)
- Reports available in this module include accession lists and catalogue lists sorted by any order nominated and the contents of the list can be defined by the Library. (see Screen 5)

Loans and Circulation.

- Borrower records are maintained and can be updated on-line including borrower status, reservations, loans, overdue items, fines and even messages. (see Screen 6)
- Loan periods, fine rates according to borrower type and information type can be pre-defined for loans.
- Due dates are generated by a pre-set calendar to allow for weekends, public and school holidays.

- When returning, reservations and overdue are notified. Renewals can easily be done. Fines are also calculated and can be discharged at this point. (see Screen 7)
- All the parameters are pre-set in the set-up phase but can easily be overridden.
- A variety of reports are available including loan and circulation log reports, overdue notices, reservation notices, lists of items on loan and circulation statistics.

OPAC.

- It is possible to limit a search according to information type, e.g. only Chinese-language books or audio-visual material. (see Screen 8)
- Searches can be made by author, subject or series or according to keywords in the title entry. (see Screen 9)
- Boolean search to expand or limit the search is also available. (see Screen 9)
- Users can find out if the item is on loan or on the shelf and reservations can be made at the OPAC workstations. (see Screens 10 & 11)
- Users can check their library records. (see Screen 12)

Special features of V-LIB.

Customization.

The system can be set up to suit the needs of the library. For example, catalogue records can be as detailed or as simple as required.

User friendliness.

All modules are menu or function-key driven with help screens for all functions. The use of colour in the OPAC workstations also increases the system's appeal to students.

Security.

After horror stories of student hackers disabling the library system in another local school, we were very conscious of security. Various levels of security are available so that students can only have access to the OPAC module. Using ID and passwords, only the library staff can access the cataloguing and circulation modules.

Local support.

Vitechnology has an office in Hong Kong. They are available to help us at any time. They have been known to actually be with us within the hour! For example, on one occasion the system was shut down without switching off one of the workstations before the server which meant that we lost all of our records. Fortunately we had been doing our backup daily and with some help we were up and running again in a very short time. This did bring to mind other horror stories of records permanently lost by other libraries.

Training.

Training was provided for each module as it was introduced. This was vital as there was very little previous experience with computers amongst the library staff.

Enhancements.

Any enhancements or developments to the programme are passed on to the other users automatically. The system is constantly being upgraded and improved. For example, "see" and "see also" references have just been introduced.

CJK capability.

Finally, the most exciting feature: Chinese, Japanese and Korean characters can be input and displayed in this system. This feature was vital for us since a large part of our collection is Chinese language material.

Hardware requirements.

Server.

- 80386DX or 80486DX PC.
- Monochrome monitor.
- 4MB RAM on board.
- 200 MB hard disk.
- 1.2 Mb 5.25" or 1.44 Mb 3.5" floppy diskette drive.
- Display card.
- 101 enhanced keyboard.

Workstations.

- 80386SX with 500K available user memory.
- Monochrome/CGA/EGA/VGA/super VGA monitor.
- 1.2 Mb 5.25" or 1.44 Mb 3.5" floppy diskette drive.

Software.

- Network operating system (e.g. Novell Netware V3.11).
- DOS version 5.0.

Hardware options.

- Barcode reader/scanner.
- Barcode labels.
- Barcode label printing programme.
- Hand-held data collector.
- Tape drive for backup.
- Printer.

Implementation.

Computerising began in the Secondary Library and was completed in 3 phases. During Phase 1, all of the records were entered in the Cataloguing Module including both English-language and Chinese-language materials. This took about 6 months alongside the normal operation of the Library. The OPAC module was then introduced in Phase 2 and finally the Circulation module in Phase 3. The whole process took about 1 year. The Infant and Junior Libraries will follow this

schedule. So far, they have entered all of their records in the Cataloguing Module and are about to introduce the OPAC modules.

The future.

We look forward to introducing the Acquisitions and Serials modules after a breathing space, possibly in a year's time. In the meantime, we are enjoying discovering all of the capabilities of our system. The software developer is very responsive to our suggestions and enhancements and in turn we are benefiting from developments passed on to us from the suggestions made by other libraries using this system.

We are particularly pleased that we were able to introduce a computer system to our libraries when our collection was so small and the libraries very new.

Marilyn McMahon
Head Librarian,
Chinese International School.

